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ABSTRACT

This report contains information on student assessment programs at each of Oklahoma's 27 state colleges and universities, including community colleges. An introductory section offers background on state policy and requirements concerning student assessment at five levels: college entry; mid-program; program exit; student satisfaction; and graduate study. The annual assessment reports filed by each institution for 1996-97 form the bulk of the report. Each report gives an overview and highlights of the institution's student assessment activities at each level. The state's "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability" is appended. (MSE)

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ED 416 789

Oklahoma State System of Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

February 6, 1998

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

1996-97

The following fourth annual report on student assessment in The Oklahoma State System of Higher Education is presented as required by the State Regents' *"Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability"* (II-2-117) (see Appendix). Summaries of reports submitted by each institution are provided as an overview of the 1996-97 academic year's assessment activities. Different from past years, the remediation section in previous Annual Student Assessment Reports has been expanded this year and is reported in a separate document.

BACKGROUND:

Oklahoma legislation passed in 1991 paved the way for the development of a statewide assessment plan by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. After a year of research and discussion, a joint committee of institutional representatives working with State Regents' staff developed the State Regents' Student Assessment Policy. The Council on Instruction, Council on Student Affairs, and the Council of Presidents unanimously endorsed the assessment policy, which was adopted by the State Regents in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning/ achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is designed so that the results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services. The student assessment policy is not designed to usurp faculty responsibility in the classroom, to be a burden or hurdle for students, or to generate bureaucratic busywork. Rather, the policy is a proactive, comprehensive assessment program which addresses institutional quality and curricular cohesiveness.

Each institution must evaluate students at four levels (Graduate student assessment is optional.):

> *Entry-Level Assessment and Course Placement* - to determine academic preparation and course placement;
>
> *Mid-Level Assessment* - to determine general education competencies in reading, writing, mathematics, and critical thinking;
>
> *Program Outcomes (Exit-Level) Assessment* - to evaluate the outcomes in the student's major;

Assessment of Student Satisfaction - to ascertain the students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc; and

Graduate Student Assessment - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.

Institutions must submit an annual assessment report to the State Regents which describes the assessment efforts at each of these levels. Information on the number of students assessed, the results of the assessment, and detailed plans for any instructional changes due to the assessment results are to be provided in the report.

ENTRY-LEVEL ASSESSMENT AND PLACEMENT:

The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Prior to fall 1994, institutions developed their own criteria within the State Regents' policy guidelines for placing students in remedial or college-level courses. Beginning fall 1994, institutions were required to use the ACT score of 19 in the subject areas of English, mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are enrolled mandatorily in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary fee for these courses is intended to address the rising cost of "re-teaching" high school level material.

Although all institutions are currently using the ACT as the first entry-level assessment, the testing instruments used for secondary testing vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement Assessment (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive, statistical model are also used, also.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track the students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, which are intended to make initial experiences in college positive and successful.

MID-LEVEL ASSESSMENT:

Mid-level assessment is designed to assess the basic skills competencies gained by students in the college general education program. Institutions are required to assess students in the

areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after the completion of 45 semester hours and prior to the completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program after students have had sufficient time to develop their basic skills.

The mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), and the Test of Adult Basic Education (TABE). The nationally validated instruments are useful in that they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments and course-embedded techniques, are also being piloted by institutions.

Assessments at the mid-level and in the major academic program have provided important information to institutions about the degree to which their programs have facilitated student achievement of the desired knowledge and competencies. The results yielded from this process have led some institutions to redesign their general education programs. Both the types of courses and the way in which the courses are delivered have been examined closely.

PROGRAM OUTCOMES (EXIT-LEVEL) ASSESSMENT:

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure the skills and abilities specific to the program and to higher level thinking skills. Results are used to revise the curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own method of assessing to what degree students meet the stated program goals and objectives. Assessments include structured exit interviews, the Educational Testing Service's (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state licensing exams, internships, capstone courses, theses, transfer GPAs, and job placement.

ASSESSMENT OF STUDENT SATISFACTION:

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services, because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via

surveys, interviews, focus groups, etc. The resulting data are used to provide feedback for the improvement of programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, classroom facilities, libraries, and other services. Common areas of dissatisfaction were food services and parking.

Changes have been instituted as the result of this student feedback. A common change is that technology has been added to improve academic and administrative services. Also, orientation sessions have been expanded and a public transportation option added.

Nationally standardized surveys are used most often, but locally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the ACT College Outcomes Survey (COS).

GRADUATE STUDENT ASSESSMENT:

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Nine of the 12 universities reported graduate student assessment activities that include licensure and certification exams, portfolios, capstone courses, practica, theses, interviews, and surveys.

CONCLUSION:

Student assessment in The Oklahoma State System of Higher Education is defined as:

> *"A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements"* (II-2-117).

As evidenced by the institutional reports, the two major objectives of student assessment -- to improve programs and to provide public accountability -- are being achieved by Oklahoma's colleges and universities. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

The *process* of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing new freshmen and then retesting these students after they

completed the general education requirements, that the general education curriculum improved the level of competency of their students.

Institutions also have improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing the response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes. And results are shared widely with faculty and students.

INSTITUTIONAL SUMMARIES:

All institutions in the State System were required to submit an annual assessment report. The following summaries are intended to provide an overview and highlights of the assessment activities at each institution in the State System.

Annual Student Assessment Report

Institutional Summaries

February 6, 1998

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University of Oklahoma

Entry-Level Assessment

The Assessment and Learning Center (Learning Center) assesses the academic background and skill levels of students enrolling at the University of Oklahoma (OU). The ACT cutscore for placement into college-level courses is 19 for English and reading and 20 for mathematics. The following instruments are used for secondary assessment: ACT Computer-Adaptive Placement Assessment (COMPASS) for reading, writing skills, and mathematics; a standardized writing sample; and the Calculus Curriculum-Oriented Mathematics Placement for Academic Success (Calculus COMPAS). The standardized writing sample and the Calculus COMPAS are both locally developed instruments.

Based on the secondary testing of the fall 1996 freshmen who had ACT subject scores below 19 (20 percent), 20 percent were placed in college-level English, 22 percent were placed in college-level mathematics, and 29 percent were placed in college-level reading. Students may take the computerized placement tests twice per semester for higher course placement. Between test administrations, students are encouraged to use tutorials in the Learning Center or seek tutorial assistance through the Housing and Learning Center. Study outlines are provided that describe the types of questions or material covered by each computerized test.

A locally developed new student survey is used to assess the backgrounds and attitudes of new freshmen. New students complete the survey during summer pre-enrollment/orientation and during regular registration each fall semester. Major concerns and needs identified by students were finances, lack of goal direction in terms of a major, need to understand and appreciate others from different cultures, and the need for OU to recognize that today's students are more computer literate, than in the past.

A study was designed to assess academic performance of undergraduate students and new freshmen and to provide feedback to all Oklahoma high schools with 10 or more students enrolled at OU. Based on recommendations and requests from the high schools, the program has been modified to better meet the needs of various schools. The data suggest that size of town and high school are not significantly correlated to academic success at OU.

Another study was designed to assess academic performance of transfer students and to provide feedback to all Oklahoma two-year colleges. There are large differences in academic performance of two-year college transfer students. Tulsa Community College and Oklahoma City Community College transfer students have the smallest decrease in GPA when grades from former institutions are compared with grades at OU. Transfer students from out-of-state two-year colleges have slightly higher grades, and fewer students have less than a 2.0 GPA at OU, than transfers from Oklahoma two-year colleges.

An ongoing analysis of first-time freshman retention at OU shows steady improvement in retention rates. Of the students who entered fall 1996, 81.1 percent returned fall 1997. This is the highest freshman-to-sophomore year retention rate in the history of the University.

Mid-Level Assessment

In 1996-97, the assessment of general education focused on writing. OU assessed the writing component by distributing two surveys to students enrolled in English composition and by studying undergraduate writing profiles and best paper summaries. Approximately 520 English composition students completed a questionnaire on the value of major writing assignments. The positive reactions to the writing experiences far outweighed the negative reactions. Students focused on how these writing experiences helped them to become more reflective, learn more research skills, and learn other skills that will improve their abilities as researchers, critics, analyzers, close readers, and other skills associated with success at OU.

A questionnaire on the usefulness of a class unit on how to take essay exams was given to 1,120 students enrolled English composition. Students found various components of the unit to be useful. The most useful component was learning how to find key words in essay exam questions. Overall, the vast majority of students reported that the unit helped them to take essay exams in other classes.

A cohort study of new freshmen profiled the writing experiences of five students who began at OU as freshmen in fall 1992. The students said that the intensive writing experience in the freshman year is the high point of their writing instruction. After the first year, students often wrote very little, especially in the sophomore year, and the writing was often inferior to what they wrote as freshmen. Faculty members appeared to pay little attention to the quality of the writing, as opposed to the content, that they required.

In the 1997-98 academic year, the General Education Oversight Committee will evaluate the results of the findings and make recommendations for strengthening the writing experience at OU. To underscore the importance of writing after the freshman year, it may be desirable to establish/identify writing-intensive courses in a variety of disciplines, so that students can both continue to improve their writing abilities and to learn the modes of communication that are specific to their respective disciplines.

Program Outcomes Assessment

The number of colleges and departments that have implemented program outcomes assessment plans has increased continuously in the past five years. In 1993, 58 percent of the colleges/departments reported outcomes assessment activity. In 1997, 93 percent reported outcomes assessment activity. A variety of assessment measures were used to evaluate students at the program outcomes level including certification exams, capstone projects, papers, presentations, exit interviews, surveys, career plan and tracking questionnaires, portfolios, auditions, locally developed exams, transcript reviews, internships, external reviews of student research papers, focus groups, graduate school records, employment records, and various standardized exams.

Student Satisfaction Assessment

Student satisfaction is assessed at the Norman Campus and the Health Sciences Center using the ACT Student Opinion Survey (SOS) supplemented with 30 locally developed questions specific to each campus. The survey was administered in spring 1997 to a randomly selected sample of undergraduate students in a classroom setting.

Student satisfaction at OU, in general, has increased 13 percent since 1993. The highest areas of highest student satisfaction (70 percent or greater) include recreational services, credit-by-examination programs, cultural programs, honors programs, condition of buildings and grounds, athletic facilities, instruction in major field, testing/grading system, attitude of faculty toward students, classroom facilities, variety of courses offered, and course content in major field. Some of the areas of highest student dissatisfaction (20 percent or greater) include parking, daycare services, student health insurance, student employment services, health services, job placement services, financial aid services, course availability, use of student activity fees, residence hall rules and regulations, concern for the student as an individual, student voice in college policies, availability of financial aid information prior to enrollment, and general registration procedures.

When the data from the 1996-97 survey were compared to the baseline data from 1992-93, the areas showing major improvements are student health followed by student employment services, racial harmony, and opportunity for student employment. Areas showing the greatest decreases in satisfaction from the 1992-93 to 1996-97 were veterans' services, library services, mass transit services, and general registration procedures.

OU has taken several steps to improve academic instruction, services, and programs. For example, the College of Engineering implemented a lap top computer program for students majoring in engineering. The College of Fine Arts initiated biweekly meetings with probationary students, added a computer lab in the School of Art, and increased performance and touring opportunities in the Department of Dance. The Department of Public Safety restructured the patrol division to allow for more bicycle officers throughout the day, inaugurated a community policing program, and expanded the self defense/rape avoidance training classes offered at no charge. Intramural-Recreational Sports established an Adult Fitness Program, developed innovative intramural programs in rollerblading and mud volleyball, renovated the Huston Huffman Weightroom, developed an auxiliary sport playing area on the south campus, hosted several summer athletic camps, worked with the City of Norman to maximize the usage of the OU Swim Complex, and added an IM-Rec Sports Web Page.

Oklahoma State University

Entry-Level Assessment

The Office of University Assessment (OUA) at Oklahoma State University (OSU) developed the Entry-Level Placement Analysis (ELPA), a predictive, statistical model which uses ACT scores, high school GPA, and high school class size to predict the likelihood of the student achieving a grade of "C" or higher in 1000-level university courses. The ELPA identifies ACT subject area scores lower than 19 and recommends that the student take the appropriate ACT Computer-Adaptive Placement Assessment (COMPASS). The ELPA then incorporates the COMPASS into the student's assessment and recommends appropriate course placement. Students who elect to take the COMPASS may take any subject area test twice and may, under extenuating circumstances, take the test a third time.

The 2,412 fall 1996 new freshmen had 2,921 ACT subject scores below 19. Of these, the ELPA determined that 60 percent required remediation. Of the students who had an ACT subject score below 19 and took the COMPASS, 85 percent passed in English, 18 percent passed in mathematics, 76 percent in reading, and 23 percent in science.

In spring 1997, the Zoology Department, with a grant from the OUA, conducted a study to compare student performance and attitudes in 1000-level biology courses. To assess attitudes toward science, questionnaires were administered at the beginning and end of the semester to 900 students in BIOL 1114 (for non-majors) and BIOL 1304 (for majors). Performances of individual students from different colleges were compared to ACT scores in both courses. Results provided guidance in the planned restructuring of introductory biology courses to meet broader student needs. The ACT scores were found to be significant predictors for both courses, with students in BIOL 1304 scoring higher on both the pre-test and post-test. Although students in BIOL 1304 showed a significant increase in negative attitudes, the change in knowledge was the same for both courses; therefore, combining the courses may be appropriate.

With another OUA grant, University Academic Services (UAS) conducted a study of adult admission students who took beginning algebra in fall 1996 and spring 1997. One section of students enrolled in the course as usual through Arts and Sciences Extension and paid the regular fee. The other section of students enrolled in a course under the sponsorship of UAS at no charge, except for textbooks. Students in the UAS section signed an attendance agreement and received extra information on study skills and the relationship between passing the course and completing a degree. In both semesters, there was an improvement in both grades and persistence in the algebra sequence among the UAS-sponsored adult admission students with approximately 50 percent of these students earning a grade of "C" or higher in beginning algebra, compared to 40 percent of the Arts and Science Extension adult admission students. Based on this study, the UAS will seek funding to continue this service.

Mid-Level Assessment

The role of general education at OSU is to assist the student in the pursuit of general knowledge and in the development of skills including critical thinking, problem solving, and the ability to express these functions. The emphasis of mid-level assessment in 1996-

97 was on critical thinking and writing skills of students who completed 45-70 credit hours. At present, the OUA and the Assessment Council are initiating adoption of curriculum-based assessment that allows faculty members who teach general education courses to insert specific questions into regular exams and to report how well students perform. This method should yield better data because it is non-intrusive and will involve a large, representative group of students. OSU academic departments with courses that no longer meet the general education criteria are requested to make revisions and reapply for the general education designation.

The primary assessment activity was the continuation of the Mid-Level Writing Assessment Project, a longitudinal study begun in 1994 to assess the quality of teaching and learning of writing. A sample of new freshmen is being tracked through four years. In another study, a section of the English course, Advanced Composition, served as a focus group and was asked to discuss specific questions dealing with experiences in freshman composition courses. The students were asked about their current writing assignments, their ability to complete the assignments, and feedback from instructors on writing assignments. Their responses were compared to responses received from a group of 22 juniors who were randomly selected to participate in a telephone interview. These juniors had either taken both Composition I and II, received credit from one or both courses through the College-Level Equivalency Placement (CLEP) exam, or taken one composition course at another institution. The responses from the students in both groups indicated that students in majors that stress communications did much more writing than the students in other majors. Coursework in other majors placed less emphasis on writing, and writing assignments were very specific as to topic and approach. Additionally, instructors required fewer drafts or revisions and provided students with less feedback on written work.

Preliminary results of the Mid-Level Writing Assessment Project suggested that students who completed general education courses in composition believed they had improved their writing and critical thinking skills. Once a student moved from general education courses to a concentration on a major, improving writing skills received less attention. As a result, some students in their junior year believed that they were losing their earlier fluency in writing. The specific studies and activities for 1996-97 included (1) an analysis of faculty interviews with English as a Second Language (ESL) students in various disciplines; (2) completion of extended, longitudinal interviews begun with students initially enrolled in English 1213 (Composition II) in 1995; and (3) a brief study of writing in an art history course. The Mid-Level Writing Assessment Project is scheduled for completion fall 1997.

At the departmental level, specific courses are used for mid-level assessment. Course grades are partially dependent on student performance on the assigned assessment projects. The Department of History uses the course, Historical Methods and Interpretations, to assess majors who have accumulated 45-70 credit hours. Students prepare a major research paper to demonstrate whether they have acquired the requisite skills to research, analyze, interpret, and write history. The Department of Agricultural Education uses the course, Laboratory and Clinical Experiences in Agricultural Education, as a mid-level assessment of student preparation for teacher certification. Student reports of classroom observations demonstrate their critical thinking and writing skills.

Program Outcomes Assessment

During the 1996-97 academic year, academic departments performed and reported program outcomes assessment according to their assessment models. Some combined these assessment activities with five-year program reviews and external reviews by accrediting agencies. The academic departments surveyed their alumni, alumni employers, internship supervisors, and professionals to determine how well their graduates were prepared to enter the workplace and the new skills, competencies, and information they must master in the future. As a result of assessment, departments revised curriculum and courses and incorporated additional technology into courses and interdisciplinary approaches. Other changes improved advising, retention, internships, and preparing new graduates for employment.

Detailed departmental reports showed that undergraduate students were achieving the outcomes established by individual departments. Students in Agricultural Communications received recognition with six students earning first place awards in a national competition. Horticulture students were well prepared to participate in internships both in Oklahoma and nationally. Professional jurors in Landscape Architecture rated students able to perform at a national level of competition. Outside jurors rated the portfolios of the graduating seniors in the Art Department as good to excellent. Of the Psychology graduates, 27 percent found jobs directly related to their degrees, 23 percent found jobs not related to their degrees, and 39 percent were accepted into graduate school. Employers reported that these graduates were highly qualified and possessed the necessary skills. Interns in the health program were rated very highly by the external advisory committee. In 1996, 83 percent of the Civil Engineering students passed the Fundamentals of Engineering Exam as compared to the national pass rate of 61 percent.

Student Satisfaction Assessment

From 1994 to 1996, the Noel-Levitz Student Satisfaction Inventory (SSI) was mailed annually to a stratified random sample of 2,000 students, receiving a disappointing response rate of about 20 percent. In spring 1997 the OUA administered the SSI during class time volunteered by 34 instructors in 23 departments across six colleges. The response rate was 76 percent. In order of importance, students identified academic advising, instructional effectiveness, and safety and security. OSU students were more satisfied with every area evaluated, than students in the national comparison group.

The results of the spring 1997 SSI were disseminated to students through the student newspaper, The Daily O'Collegian, and placed on reserve at the OSU library. Student evaluations on individual items were extracted and forwarded to the appropriate administrative offices for future reference, appropriate action, and planning purposes. Ten additional locally designed items dealing with residential life, technology, writing, orientation, advising, and career counseling were included in the survey. Responses to these questions were forwarded for planning, research, and improvement of services. Some changes that have occurred at OSU in response to recent student satisfaction surveys include the initiation of free public transportation on campus in fall 1996, extended library hours, and the planned construction of the Center for Services to Students which is scheduled to open in summer 1999.

University of Central Oklahoma

Entry-Level Assessment

At the University of Central Oklahoma (UCO), students scoring less than 19 on any of the subject areas on the ACT are required to complete the Accuplacer Computerized Placement Test (CPT) administered in the Learning Resource Center (LCR). Students meet with a UCO academic advisor to discuss the mandatory placement and remediation options as indicated by assessment scores.

Rose State College (Rose) offers remedial courses on the UCO campus and provides a part-time admission officer/advisor. Students may also choose to remediate deficiencies at other institutions or through self-study and re-testing. A student who tests within one standard deviation of the required placement score for the college-level course may retest immediately; otherwise, students either wait six weeks or study in the LCR a minimum of six hours for mathematics and three hours for either English or reading to be eligible for re-testing. Students are restricted to taking the test in any subject area a maximum of three times. The only exceptions are if the most recent test score is over one year old, or if remedial coursework has been successfully completed.

Mid-Level Assessment

UCO has directed a major effort toward the review and revision of the general education curriculum. Assessment methods are designed by the academic department responsible for the course. UCO currently relies on course-embedded assessments in English, history, government, science, and mathematics including standardized tests, pre-tests/post-tests, critical thinking essay reviews, and syllabi reviews. Students are encouraged to take the English Composition courses early in their plan of study. The Freshman English Program Director ensures that the curricula reflect the departmental standards and University goals, and coordinates embedded assessment activities.

The History and Political Science Departments have implemented pre-test/post-test instruments. The history faculty have reviewed syllabi and defined how the United States courses relate to the general education curriculum goals. The History and Political Science Departments participated in the assessment component of the College of Liberal Arts Student Symposium described in the program outcomes section of this report.

Science assessment currently focuses on biology and chemistry introductory courses with the use of standardized tests and written essay topics to assess the science curriculum. The evaluation criteria for essay topics include critical thinking. Assessment in humanities courses is being designed with plans to use the Primary Trait Scoring method in 1998. This method has been presented as an option for all courses in the general education curriculum.

Mathematics assessment is dependent on UCO's definition of mathematics course requirements, which is currently being discussed. One concern is the impact of mathematics deficiencies on mathematic and science general education requirements. For example, one-third of the students who took the mathematics placement test in fall 1995 postponed taking their first science course until fall 1997 or later. Departments are

studying transfer student performance to provide useful information to feeder institutions. Also being studied are the students who attend other institutions as non-degree-seeking students to take a basic mathematics courses (such as Business Math), then transfer the course to UCO to fulfill the mathematics requirement.

Programs Outcomes Assessment

The 32 departments at UCO are at different stages in implementing their assessment plans. Assessment methods include portfolios, standardized tests, mentoring, capstone courses, practica and internships, licensure and certification examinations, student symposia, and surveys of graduates, alumni, employer populations, and professional schools or doctoral programs. The ETS's Major Field Achievement Test (MFAT) is administered to senior students in the business and chemistry capstone courses, psychology research course, and sociology research course. The MFAT results are reported by sub-test areas in the discipline and can be reported for up to five unique populations. Many departments use standardized tests for assessment of their majors. Some of the tests are purchased; others have been locally developed. Validation of the locally developed instruments is typically confirmed by licensure examination pass rates. Many departments have identified portfolios as an assessment method. Although the content of portfolios varies among departments, the underlying principle is to assess how well the student has progressed in the program and integrated the curriculum into a final presentation.

For students who take teacher certification exams, the Offices of Institutional Assessment, Professional Teacher Education, and Information Technology have worked together to design a report that provides departments with demographic and course information. The pilot of this report will be sent to the departments in May 1998. Observation of the student's performance in practicum or internship experiences also provides feedback on strengths and weaknesses of the curriculum

Additionally, other departments have established outcomes assessments. The College of Liberal Arts has coordinated a student symposium for nine years. An assessment component focused on upper division courses was incorporated in spring 1996. Students present original papers, debates, and recitals. Selected presentations and papers are evaluated by external assessors. The assessors also provide feedback to the department in focus group meetings and provide reports on student presentations. The Human Environmental Sciences Department in the College of Education is planning a similar activity for spring 1998.

Student Satisfaction Assessment

Student satisfaction with programs and services is measured with survey instruments. A student satisfaction survey is distributed to a random sample of classes and the Graduating Student Survey (GSS) is distributed with the student graduation packet. UCO alternates the use of the ACT Student Opinion Survey (SOS) and the locally developed student satisfaction survey (SSS). This year, the SSS was administered in spring 1997. The students in the classes were representative of the total student population on 22 demographic items and 30 satisfaction items. A total of 1,432 surveys was distributed and 1,061 (74.6 percent) completed surveys were returned. Of those, 301 (28.4 percent) wrote optional comments in the space provided. The GSS is included in the application for

graduation packet that students receive during their last semester. Last year, the survey was revised to include open-ended questions regarding academic programs instead of the previously distributed departmental questions. The new format has been successful and provides useful feedback to academic departments for decision making.

Highlights from the demographic items showed that 60 percent of the students drove fewer than 15 miles to UCO; approximately half of UCO students worked 20 hours or less per week; computer ownership among students increased from 37 percent in 1993 to 63 percent in 1997. The primary reason for attending college was to get a better job. Other findings showed that about 60 percent of the students transferred most of their general education credits from other institutions. Over 80 percent felt prepared for employment and agreed that UCO provided a high quality education and 94 percent would recommend UCO to a friend.

Graduate Assessment

The graduate program admission standards are being reviewed in relation to accreditation requirements and student readiness for the academic program. New and revised courses are being presented to the Academic Affairs Council for consideration. Many of the methods of graduate assessment are mirror images of assessment of the undergraduate programs offered by the departments, but the criteria used in the assessment activities differ.

Most UCO graduate students are in the College of Education. All education majors must compile a portfolio, take a licensure or certification examination, and participate in a field experience (such as a practicum, internship, student teaching, and/or resident year teaching). Practices in other UCO departments include comprehensive examinations, portfolios, practica, professional organization presentations, and surveys of graduates, alumni, employers, and professional schools or doctoral programs. Programs without assessment measures are currently designing their formal assessment plan. Many proposed program changes are considered each year. These changes are due to departments responding to curricular trends, student demand, change in requirements dictated externally by accrediting agencies, or certification changes.

East Central University

Entry-Level Assessment

East Central University (ECU) uses ACT subject scores, Computerized Placement Test (CPT) scores, and other secondary test scores to place entering freshmen in courses appropriate to their academic skill levels. Entering freshmen with ACT subject scores below 19 must pass the related CPT module or other secondary test to enroll in college-level coursework in that subject area. The CPT tests are the Sentence Skill CPT for English, the Elementary Algebra CPT for mathematics, the Reading Comprehensive CPT for reading, and the Integrated Process Skills Test II (IPS) for science. Based on secondary testing of the fall 1996 freshmen who had ACT subject scores of less than 19 (48 percent), 69 percent placed into college-level English, 55 percent in college-level mathematics, 85 percent in college-level science, and 56 percent in college-level reading.

Students enrolled in remedial English, mathematics, and reading courses are given a third test-out opportunity during the first week of classes. In English, students write an essay. In mathematics, students may request a pencil and paper test administered by the mathematics department. In reading, students are given the Nelson-Denny Reading Test. Currently, students who have performance deficiencies in science who do not test out of the remedial science course by their scores on the IPS are not offered an in-class opportunity to test out.

Performance results for students who enrolled in remedial courses showed that mathematics remediation success, as measured by the percent of students who pass the course, is lower than for the other three subject areas. Eighty-three percent of the students who enrolled in remedial reading courses passed followed by 70 percent for both science and English, and 56 percent for mathematics.

Entering students were grouped into three cohorts and tracked based on their performances on the ACT and the CPT: (1) students who had ACT subject scores of 19 or higher; (2) students who had ACT subject scores below 19, but passed secondary placement testing; and (3) students who had ACT subject scores below 19, scored below the cutscores on the CPTs, and were required to enroll in remedial courses. As expected, students with ACT subject scores of 19 or higher outperformed those students with ACT subject scores below 19. The percentage of students with at least a 19 on the ACT subject test who earned a grade of "C" or higher exceeded 70 percent in English Composition I (78 percent), Survey of Mathematics (75 percent), and in three selected general education science courses (73 percent). The performance of these same students fell below the desired 70 percent earning a grade of "C" or higher in the five courses selected for reading (66 percent) and in College Algebra (59 percent). The students who had an ACT subject score below 19, but passed secondary testing exceeded the performance of those students with ACT subject scores of 19 or higher in English (86 percent) and in College Algebra (75 percent). However, they performed below the same group in Survey of Mathematics (60 percent) and in the selected reading and science courses (57 percent and 59 percent, respectively). Although the performance of students who required remediation exceeded those students with an ACT subject score of 19 or higher, in English (83 percent), their performance fell below the other groups and the desired 70 percent earning a grade of "C" or higher in

Survey of Mathematics and College Algebra (44 percent and 40 percent, respectively) and in the selected college-level reading courses (47 percent).

ECU's English cut scores appeared to be adequate for the freshman class of 1996-97. However, these students failed to perform at the desired level in the other subject areas. The performance level of the 1996-97 freshman class fell below the performance level of the 1994-95 and 1995-96 freshman classes in mathematics and reading. The performance of the 1997-98 freshman class will be closely monitored to determine if the previously developed cutscores are no longer valid.

Students who choose to take College Algebra following Intermediate Algebra have not faired well as a group. Further investigation by the Mathematics Department found that the course emphasis in College Algebra shifted toward functional analysis after the first exam, a topic that was not covered as heavily in MATH 0213. Consequently, the course content of MATH 0213 has been adjusted to increase the time devoted to functions. The Mathematics Department will monitor the performance of future MATH 0213 students to determine if the curriculum change adequately addressed this problem.

Earlier studies of the relationship between ACT scores, CPT scores, and academic performance in mathematics courses at ECU led to a complete redesign of the Intermediate Algebra course. Changes included a standardized course syllabus and the addition of a required computer lab where students use mathematics tutorial software. Also, students are now allowed to retake the exam only one time and the scores of both exams are averaged.

Mid-Level Assessment

The major component of mid-level assessment is the College Basic Academic Subjects Examination (BASE). This exam has four sections covering English, mathematics, science, and social studies. In addition, during the past two academic years, ECU has conducted focus groups on general education mathematics and English to determine if the student outcomes for these courses were adequately addressed. Future focus groups will address other components of the general education curriculum.

All entering students and transfer students with fewer than 30 transfer hours are asked to take the BASE once they have accumulated a minimum of 45 semester hours. If students do not take the test after being given three opportunities, then a hold is placed on the their academic records. In order to increase student motivation, ECU may make the exam part of the student's grade in the general education capstone course.

Four faculty focus groups were conducted during the 1996-97 academic year. Two focus groups discussed general education English Composition courses and two focus groups discussed Survey of Mathematics and College Algebra, ECU's general education mathematics courses. The transcripts of the focus groups for English indicate that the student outcomes related to written communication were being addressed in both English composition courses. Both faculty focus groups agreed that students demonstrated improved organizational, research, and to a lesser extent, writing mechanics skills. However, there was some disagreement concerning what "basics" should be taught and the

minimum competencies students should possess related to these student outcomes. The transcripts pointed out the need for dialogue between the English Department faculty and the rest of the ECU faculty.

The transcripts of the focus groups for the general education mathematics courses indicate that the student mathematics outcomes were being addressed in both mathematics courses. However, there may be a difference of opinion concerning what should be the focus of College Algebra. The mathematics faculty see College Algebra as preparation for Calculus. The non-mathematics faculty see College Algebra as a course that provides problem solving skills their students need in their major. The non-mathematics faculty also indicated a desire for more "word problems" which require students to read and transform words into equations that they solve.

Program Outcomes Assessment

ECU undertook a major reorganization of its program assessment plans during the 1996-97 academic year, which resulted in substantial changes to most program plans. In addition, some programs changed their reporting cycle to a calendar year in order to have time to analyze assessment results and write reports on the results during the spring term. In other cases, programs adopted new assessment measures and discarded measures that failed to provide useful assessment information.

Many programs are waiting for trend data to verify the need for program changes. Other programs met most or all of their program goals and no changes are warranted at this time. Additionally, all teacher education programs are currently undergoing major program redesign to comply with House Bill 1549 and the new standards established by the Oklahoma Commission for Teacher Preparation.

Student Satisfaction Assessment

The main assessment instrument used for student satisfaction assessment at ECU during 1996-97 was the ACT Student Opinion Survey (SOS). Each spring, a stratified sample of course sections is selected. The sections selected are representative of the number of students enrolled in 16 various schools and departments with one exception. Departments going through program reviews are asked to select additional sections to ensure adequate numbers for program review reporting. Using this process, responses from 731 currently enrolled students were obtained during the 1996-97 academic year.

The results of the SOS show ECU students are relatively more satisfied than the national public college norm in many areas. Those items showing the greatest positive differences were the student union, value of information provided by the advisor, availability of the advisor, racial harmony at the college, preparation you are receiving for your future occupation, class size relative to the type of course, attitude of the faculty toward students, instruction in major field, and concern for the student as an individual. Those items showing the greatest negative differences were availability of student housing and study areas. Overall, the students responding to the survey indicated they were generally more satisfied with ECU than other public students are with their institutions.

Many of the positive responses reported are the direct result of actions taken in the past to correct deficiencies. Previously, the student union received significant negative ratings; however, during 1996-97 the new University Center opened. ECU students are also very satisfied with the value of information provided by and the availability of their advisors. Four years ago ECU received a Title III Institution Development grant to create a campus computer network and to improve the academic advising system. The improvements in the academic advising system were achieved through an improvement in the information available to advisors through the campus computer network and formal training. Consequently, better trained advisors using up-to-date information have resulted in higher ratings for these two items. During the 1997-98 academic year, the new Linscheid Library will positively address the negative rating concerning study areas.

Graduate Assessment

All ECU students graduating from a masters program are assessed. All teacher education programs are currently being redesigned to comply with House Bill 1549 and the new standards established by the Oklahoma Commission for Teacher Preparation. In cases where the Oklahoma Teacher Certification Exam was used, programs reported the results as they applied to the new plan. In the case of the Master of Science in Psychological Services, a new plan with new assessment instruments was developed.

As judged by the program's constituents, the performance of students in the Human Resources Master of Science program is currently satisfactory. However, more administrative coursework has been added to satisfy employer needs. In addition, the curriculum is being revised to meet the needs of private sector employers. Comprehensive exams have been added for the Administration, Counseling, and Criminal Justice concentrations. The assessment plan for the Master of Science in Psychological Services is new. Program graduates will now take a locally developed assessment exam. Also, program graduates and employers will be surveyed.

Northeastern State University

Entry-Level Assessment

For secondary assessment, Northeastern State University (NSU) uses the College Board's Test of Standard Written English (TSWE), the Mathematical Association of America's Basic Algebra Test (BAT), the Nelson-Denny Reading Test, and a combination of ACT subject scores for science placement. The secondary placement tests are administered by the Office of Assessment during one of 16 student seminars held on campus. In 1996-97, 56 percent of the 563 students who took the TSWE required remedial English, 91 percent of the 727 students who took the BAT required remedial mathematics, 55 percent of the 346 students who took the Nelson-Denny required remedial reading, and 135 student required remedial science.

Student progress is tracked through the Office of New Student Advisement and the Office of Academic Affairs. Students placed in remedial courses are not able to withdraw from the course unless approved by the adviser. Students who do not successfully complete a remedial course must re-enroll in the same course the following semester. The remedial reading course is self-paced; students who perform at a satisfactory level are considered reading proficient and earn a passing grade.

Of the students enrolled in remedial courses in fall 1996, 69 percent earned a grade of "C" or higher in English, 54 percent in mathematics, and 72 percent in science. Of those students who enrolled in college-level courses, 81 percent earned a grade of "C" or higher in English and 46 percent in mathematics. NSU continues to improve students' success rates in all remedial work by looking at alternate means of instructional delivery. Two recent studies have been conducted involving computer-aided instruction in English and mathematics. The Houghton Mifflin "Grassroots" program and the Auffman Barker Computer Aided Mathematics were piloted with favorable results. The gains in student performance appeared to be slightly better than existing methods.

As a result of entry-level assessment, NSU has made several changes. Two remedial mathematics courses are now using different texts and materials as a result of recent data and student performance. English continues to utilize a multi-station writing laboratory for those in all remedial and college-level English courses. New science placement tests are being investigated, and NSU will add post-tests to English, mathematics, and reading remedial courses.

Mid-Level Assessment

NSU administers the Riverside College Base Academic Subjects Examination (BASE) to students who have taken between 45 and 70 hours to assess general education. Any student who has transferred six or more hours to NSU does not take the test. The BASE assesses writing skills in two ways. First, it incorporates a timed writing sample to provide a direct and realistic evaluation of a student's writing skills. Second, writing is assessed through a set of multiple-choice questions that cover pre-writing and editing skills, as well as the student's knowledge of standard written English. The average score over the past seven semesters has been 279 based upon a national standard score of 300.

The low number of students recruited to take the BASE continues to be a source of concern and alternate methods to increase the number of students who participate will be sought.

Many institutional changes in general education have taken place as a result of mid-level assessment. The general education offerings were reviewed and goals and objectives rewritten for brevity and clarity. Multiple section offerings were reviewed for course consistency without breaching faculty academic freedom. Effort was expended to reduce the variance between sections of the same courses. Staff from the Office of the Vice President met with college and department faculty to review the results of mid-level assessment and stress the importance of consistent delivery. Most multiple sections have a common course outline. Units that offer general education were encouraged to reevaluate course objectives as they were choosing an instrument or developing their own tests. This effort involved only faculty giving them ownership in the process. A portfolio approach has been adopted by speech and humanities for general education assessment. Most colleges within the university use the program assessment committees as their curriculum committees.

Program Outcomes Assessment

During the 1996-97 academic year, each NSU college and division conducted an outcome assessment. A representative from Academic Affairs met with each of the assessment-in-the-major committees to review relevant test results and to have each committee set future standards of student performance based upon criterion outcomes. For the most part, these criteria consisted of a requisite number or percentage of student majors scoring at or above a minimum score. In some instances, objectives were modified or the test was modified or replaced.

NSU attempts to assess 50 percent of the students in any given program and strives for higher percentages. In general, programs that require certification or licensure have most of the student majors in the data sets. Exit tests are given at the conclusion of the semester or assessments are course-embedded. Teacher certification test results are at or above state averages; optometry and nursing have success rates approaching 100 percent. Programs using locally developed instruments reported success rates from 40 to 100 percent. There is a trend for more programs to use locally developed instruments and qualitative methods.

As a result of outcomes assessment, the College of Arts and Letters has tripled the computer facilities; the English program has a three-credit hour capstone course; the College of Business and Industry has expanded the environmental core course and added two senior seminars; and the environmental audits class uses the EPA Environmental Sector Study to simulate permits and procedures.

Student Satisfaction Assessment

In 1996-97, NSU used the Freshman Inventory, the UCLA Freshman Survey, the Senior Survey, and the ACT Student Opinion Survey (SOS) to measure student satisfaction. The Freshman Inventory is a locally developed instrument designed to provide early intervention in the areas of study skills and social events. Findings have remained consistent over the past five years including over half of the students live on campus; they

somewhat agree that they have made a career choice, but less than 50 percent have chosen an academic major; education is the preferred field; a majority say they will take advantage of tutors or seminars; most desire to get involved with campus life and plan to stay at NSU; over 75 percent desire information about financial aid; and many students plan to work part-time to afford school.

The UCLA Freshman Survey is administered in the freshman orientation classes. Comparisons were made to national norms from other public, four-year colleges: NSU has a higher percentage of first-time, full-time freshmen who are Native American; a higher percentage of students who come from households where the parental income is below average; a higher percent of NSU students stated the availability of financial aid as a reason for selecting NSU.

The Senior Survey is a locally developed instrument with similar questions to the Freshman Survey designed to assess student satisfaction over time. Seniors view themselves as being more academically able than they were as freshman and have increased their intellectual self-confidence, and artistic and writing ability. Seniors placed less emphasis on money and authority and more importance on social issues and the value of raising a family. Seniors did not choose careers anticipating advancement or high earnings and were least satisfied with parking services, student financial aid, degree checks, and classroom facilities. NSU students did not use college services as frequently as students at other universities. In general, the level of satisfaction was below the national average in the majority of the services (15 of 23).

Several changes have occurred as a result of student assessment. Dining and food service has altered the awarding of meal points. Library and computer laboratory facilities have been expanded. Freshman enrollment clinics have been modified. Students have been added to more university standing committees.

Graduate Assessment

Graduate assessment is relatively new and outcomes and expectations are evolving. There is an attempt to test one-half of every group of graduate students in a given program. The Graduate Council is studying the possible requirement of course-embedded assessment.

The following changes have occurred in graduate student assessment during 1996-97. The College of Education devised an assessment for its Master of Science in College Teaching Core, and a new degree plan for Student Personnel Services was developed. The Master of Arts in Communication added more emphasis on using the Internet for research. Alternative methods of graduate assessment are being considered in the Master of Science in Industrial Management program because the majority of the students are not on campus during the last semester of enrollment. The Master of Science program now requires students to develop their own study guides. The Master of Science in Criminal Justice added a course in crime theory.

Northwestern Oklahoma State University

Entry-Level Assessment

A total of 189 students were administered the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) for entry-level assessment at Northwestern Oklahoma State University (NWOSU). First-time freshmen who score below 19 on any subject test of the ACT are required to take the ASSET to determine placement in either remedial or college-level English, mathematics, and reading courses. Science placement is determined by a combination of the reading and mathematics ASSET scores. Scores from the ACT serve as a base line score for determining academic gains as students progress through NWOSU's general education program.

Of the 123 students who took the ASSET writing test, 42 percent required remediation. Students who score below the cutscore on the writing skills test are required to enroll in the remedial English course, English 0123. This course is taught in the classroom for five weeks and in the Academic Assistance Center (AAC) for the remainder of the semester. Students currently use computer-assisted instruction and individual tutoring to improve grammar and writing skills. Students must pass grammar quizzes at the 80 percent proficiency level as well as write sentences, paragraphs, and short essays in preparation for enrolling in college-level English courses.

Students who scored 23-35 on the intermediate algebra test (69 percent of the test takers) were required to enroll in the remedial mathematics course, Math 0013. Students who scored 36-42 (29 percent of the test takers) were required to enroll in the remedial mathematics course, Math 0123. The 79 students who scored low on the ASSET numerical skills test were encouraged to do additional work in the AAC.

The remedial-level reading class, Developmental Reading, was added fall 1994 for students who scored less than 36 on the reading skills ASSET test (22 percent of the test takers). Students scoring between 36-42 (52 percent of the test takers) were recommended to enroll in the college-level course, Reading Improvement.

Mid-Level Assessment

In September 1996, 88 rising juniors and 211 freshmen were tested using the Riverside College Base Academic Subject Examination (BASE). This is the fourth year NWOSU has utilized the BASE for mid-level assessment and is the final year that freshmen will be tested. The Northwestern University Comprehensive Assessment Program (NUCAP) Committee decided that, after testing freshmen for the past four years, it now has enough scores to establish a base line by which to judge value-added in rising-junior scores.

The 1996-97 composite score of 309 for rising juniors was not significantly higher than the freshmen composite score of 296. When utilizing the BASE exam, a difference of 17 points or greater is required to affirm a significant difference between scores. Comparisons between the subject scores and the composite scores revealed that science was a comparative strength for both freshmen (332) and rising juniors (355), since these scores were more than 17 points higher than the groups' composite scores. Mathematics was also a comparative strength for the freshman group with the mathematics score of 316

significantly higher than the freshman composite score of 296. For both groups, English scores were significantly below the composite scores indicating that this area is a comparative weakness. The social studies scores were below the composite scores for both groups, but this difference was only significant for the rising juniors.

For NUCAP purposes, the most interesting comparison is between the scores of students who have completed the core requirements, the rising juniors, and those of entering freshmen. Comparing the composite scores for these two groups shows substantial (although not significant) gains from the freshman year to the rising junior level. Within subject areas, comparisons of scores for the two groups indicated significant improvement in science and English. The general improvement indicates that there is a value-added component to completing the general education curriculum at NWOSU.

Starting in 1995-96, the NUCAP Committee requested that the Riverside Publishing Company conduct a comparison study of NWOSU's results on the BASE and those of nine other institutions which have similar enrollments and missions. Comparisons showed that NWOSU's composite score (309) was significantly higher than the average composite score for the entire comparison group (286). No significant weaknesses were found in the individual subject areas. NWOSU did, however, show significant strengths in the areas of mathematics (321) and science (355) when compared to the group's average scores in these two areas (286 and 282, respectively).

Program Outcomes Assessment

The 1996-97 academic year was the second year of program outcomes assessment at NWOSU. Program outcomes were initially assessed in most of the programs on campus during spring 1996. Many of the problems which departments found in implementing outcomes assessment are still being addressed.

To assess the 1996-97 seniors, the Business Department used the ETS Major Field Test (MFAT) in Business. The MFAT in Business measures overall performance in business as well as indicating performance in accounting, economics. management, quantitative business analysis, finance, marketing, legal and social environment, and international issues. NWOSU students' overall mean score for the test placed NWOSU at the 60th percentile. Accounting majors scored in the 90.5th percentile, and the average for business administration majors placed them at the 42.7th percentile.

A test developed by the Computer Science faculty will be administered to all students identified as Computer Science majors who are in their final semester of coursework. The Computer Science Department will develop a one-hour, senior-level performance appraisal course consisting of five major projects designed to measure competency in each of the major subareas of the program. This course will replace senior-level testing in the near future.

The Chemistry program will be assessed by a series of tests administered to students over the course of the program. These national tests are published by the American Chemical Society. Students will also be required to write a research paper during their final year in

the program. The paper will be evaluated by a chemistry professional from outside the university.

Education majors are assessed using a comprehensive portfolio process which spans the entire program. Results are used to evaluate the program outcomes in Elementary Education, Early Childhood, Learning Disabilities, and Mental Retardation as well as the professional education of all education majors. The review committees who evaluated the portfolios were impressed with the accomplishments displayed in the portfolios and all portfolios were deemed satisfactory. The evaluation process did, however, raise some concerns. Students showed a lack of preparation in classroom discipline. As changes are made to the program, the department will implement more coursework to remedy this weakness.

Student Satisfaction Assessment

Student satisfaction is assessed in two ways at NWOSU. The ACT Student Satisfaction Survey (SOS) is conducted to gather the opinions of current students and the ACT Alumni Survey is conducted to collect the opinions of graduates.

The SOS was randomly distributed to students enrolled in the spring 1997 semester. Eighty-one percent of the respondents entered NWOSU with the completion of a bachelor's degree as their goal. Student satisfaction with university services was measured and in those areas where at least half of the respondents reported using the services, those receiving the highest mean satisfaction ratings were academic advising services, financial aid services and library facilities and services. Parking facilities and food services received the lowest satisfaction ratings.

Another area that was addressed in the survey was student satisfaction with the college environment. The areas with which students were most satisfied were class size relative to the type of course, attitude of faculty toward students, and out-of-class availability of instructors. All of these areas were significantly higher than the mean satisfaction ratings for the national norm group. The areas with which students were least satisfied were purposes for which student activity fees are used, the availability of courses, and student voice in college politics.

Responses to the 30 locally developed questions on the SOS showed that 27 percent of the respondents indicated that location of the school was their main reason for attending NWOSU followed by specific academic/athletic programs (20 percent) and cost (14 percent). Sixty-five percent of the respondents indicated that a class teaching college survival skills would have been helpful during their freshman year.

The alumni survey was distributed to 100 NWOSU graduates randomly selected from the Alumni Foundation mailing list of 1994 graduates. In response to the question of whether they would choose to attend NWOSU if they could start college over, 78 percent responded "definitely yes" or "probably yes".

Graduate Assessment

The Dean of the Graduate School submitted a proposed assessment plan to the NUCAP Committee in January 1997. The plan was approved by the Graduate Committee in February 1997 and will be implemented in the 1997-98 school year.

Southeastern Oklahoma State University

Entry-Level Assessment

Entry-level assessment at Southeastern Oklahoma State University (SEOSU) includes assessment of basic skills and subsequent placement in appropriate courses, Freshman Enrollment Clinics, and a one semester extended orientation course. Students who do not meet the ACT subject test requirement of 19 are required to participate in the secondary testing process by taking the Stanford Test of Academic Skills in science or the Accuplacer Computerized Placement Tests (CPT) in mathematics, English, and reading.

Among the first-time freshmen entering SEOSU from summer 1996 through spring 1997, approximately 61 percent required secondary testing: 44 percent in English, 52 percent in mathematics, 31 percent in reading, and 34 percent in science. After testing, 38 percent of these freshmen were placed in one or more remedial course: 24 percent in English, 18 percent in mathematics, 18 percent in reading, and 19 percent in science. Students unable to achieve a passing score on the secondary exam are advised to seek assistance through tutoring, workbooks, test manuals, textbooks, or videos. Re-testing is allowed during the first scheduled class session; however, historically only two to three students per semester pass, usually with scores slightly above passing.

The success of SEOSU's entry-level assessment and placement program is measured by a number of factors including retention in both remedial and college-level courses, course GPA comparisons, and student satisfaction. The Learning Resource Center, which is responsible for entry-level testing, placement, and remediation, has implemented several measures to validate the success of the assessment program. To measure the effectiveness of remedial instruction, a pre-test/post-test comparison is made at the end of each semester.

Students enrolled in remedial courses make significant gains, particularly in mathematics, after completing one semester of instruction. Several instructional changes were implemented on the basis of assessment data. First, the decision was made to not offer remedial mathematics during the summer. Evidence from previous summers indicated that the intensiveness of this course did not lend itself to a summer term. The mathematics department at SEOSU is reevaluating the content of college algebra courses to address the needs of students who need the course only for general education.

Another concern has been reading. Although the gain made by remedial reading students was considered significant, the overall post-test scores were not sufficient for critical reading at advanced levels. Course GPAs in reading-related courses also reflected this finding. The decision was made to add more rigor to the reading curriculum. Spring 1997 data showed larger gains; however, the gains could be attributed to a number of factors such as smaller class size or to more capable students persevering through the more rigorous curriculum.

Another measure of program effectiveness is the comparison of course GPAs as remedial students matriculate into college-level courses. Remedial students compare favorably with their peers who either had ACT subject scores below 19 but who tested out on the

secondary assessment or who were not required to test because their ACT subject scores were 19 or higher.

Mid-Level Assessment

The mid-level assessment program provides information to the SEOSU faculty about the development of mathematics, reading, writing, critical thinking, and science reasoning skills of juniors. About 350-400 juniors are tested each semester with nationally-standardized exams. Each semester, students who have completed 60-89 hours are designated for mid-level testing on the regular Mid-Level Assessment Day. Students who do not participate have pre-enrollment holds placed on their records which are removed after participating in mid-level assessment. The four mid-level tests are the ACT Collegiate Assessment of Academic Proficiency (CAAP), the College Base Academic Subjects Examination (BASE), ETS Academic Profile, and the ACT College Outcome Measure Program (COMP). Testing from fall 1992 through spring 1997 provides baseline information on the skill development of SEOSU's juniors. This information showed that, in some areas, the SEOSU juniors are slightly below juniors in other comparison groups; however, in seven areas measured by the BASE, SEOSU's juniors were comparable to a peer group of nine regional universities.

The interpretation of mid-level assessment results is complicated by the fact that about 50 percent of SEOSU juniors are transfer students; whereas only 30-35 percent of the juniors in comparison groups are transfer students. The information obtained from mid-level assessment was used to explore and make changes in the general education program in 1994-95. A recently established General Education Committee is currently evaluating assessment results and the current program. The faculty at SEOSU eliminated some general education mathematics courses and revised some general education social sciences courses.

Program Outcomes Assessment

Program outcomes assessment measures the extent to which graduating students are meeting program goals and objectives. Generally speaking, program outcomes assessment is reaching an intermediate level of maturity on the SEOSU campus. Significant revisions have been made in most academic programs over the past two to four years due to the internal program review process and assessment. At this point, most program revisions are of a minor nature, and faculty in the academic departments are beginning to experiment with additional assessment methods to refine academic programs.

Standardized and locally developed comprehensive examinations are two of the most popular tools currently used by the faculty. Other outcome measures that have been used include field experiences, internships, senior exhibits, recitals, capstone courses, and senior seminars. Results from these tests have led the faculty to make curricular changes to move academic programs closer to national standards in the particular field. New faculty has been added with expertise in areas not found in current faculty. Courses are being modified to improve student performance. In several departments, prerequisites, course sequencing, and course content are under review by the faculty.

Student Satisfaction Assessment

Student satisfaction assessment has been an ongoing activity at SEOSU since 1985. Initial efforts focused on the use of the ETS Programs Self-Assessment Service Surveys to collect information from juniors, seniors, and alumni. More recently, graduating seniors are surveyed each semester using the ACT Student Opinion Survey (SOS) and the ACT College Outcomes Survey (COS). Locally developed satisfaction surveys have been administered to juniors participating in mid-level assessment. In spring 1996, a survey was developed for graduating master's students.

Student satisfaction ratings have shown that SEOSU students feel very positive about their experiences on the campus and with the services provided by SEOSU offices. In many instances, SEOSU student responses were significantly higher than those of national groups. When ranking the importance of educational outcomes, the SEOSU seniors reported that the most important outcomes were career, major field, or development of cognitive skills.

Graduate Student Assessment

SEOSU offers four master's degree programs. Assessment of these graduate programs includes the use of graduate surveys, alumni surveys, national exams, and state standardized comprehensive exams. The master's programs are in the initial stages of implementing their assessment plans.

During the past year, the Master of Administrative Studies program began a transition to a Master of Business Administration program. Curricula and the assessment plan also have been revised. During 1996-97, initial survey results were collected and reviewed by the graduate faculty.

In 1996-97, faculty responsible for the master of behavioral studies program in counseling psychology have increased the program from 36 to 48 hours, which is consistent with standards for licensed professional counseling certification in Oklahoma. The Counselor Preparation Comprehensive Examination developed by the Research and Assessment Corporation was administered for the first time to 12 graduate students. The students in this program scored slightly below the national average. Analysis of the test results revealed that SEOSU does not require coursework in all of the assessment areas, and at the time of the test administration, none of the students had completed a graduate research course.

There has been a change in faculty coordinators for the master of education program. Assessment is challenging due to the large number of specializations offered in the Master of Education program. The assessment plan will continue to be refined over the next one to two years.

In the master of technology program, low enrollments have been a factor in the collection of meaningful assessment results. Faculty is continuing to review the assessment plan and identify assessment methods for small groups that provide meaningful feedback.

Results from the 1997 Masters Program Graduate Survey indicated several perceived strengths of the graduate programs. These strengths include the scholarly and professional competency of the graduate faculty in the program, the faculty's awareness of new developments in their field, and the quality of learning achieved by students in the graduate program.

Southwestern Oklahoma State University

Entry-Level Assessment

The ACCUPLACER Computerized Placement Tests (CPT) are used for secondary placement testing on both the Weatherford and Sayre campuses of Southwestern Oklahoma State University (SWOSU). The CPTs are administered to students in the Assessment Center testing lab on a drop-in or appointment basis. On the Weatherford Campus, 756 secondary placement tests were administered in fall 1996. The pass rates were 60 percent in mathematics, 38 percent in English, and 45 percent in reading. On the Sayre Campus, the pass rates were 31 percent in mathematics, 32 percent in English, and 41 percent in reading.

Faculty teaching remedial courses report that they are satisfied with the cutscore and placement process and do not recommend any changes. Student skill levels and enrollment requirements apparently are congruent.

Student cohorts from fall 1994, fall 1995, and fall 1996 were tracked as they completed remedial and college-level courses. Effectiveness of the placement decisions were evident when comparisons of success levels were made. The modified cut scores used during 1996-97 resulted in higher student success rates in English and reading than those of the two previous years. Faculty determined that the improvement resulted from the restructuring of the remedial courses that allowed instruction to be more appropriate to the students' skill levels. Reading courses were restructured to group students according to proficiency levels. Instructors in freshman orientation and remedial classes are encouraging students to seek tutoring from the peer groups, the Student Development Center, and the academic departments.

Comparisons of pre-tests and post-tests at SWOSU revealed that students enrolled in remedial courses make significant gains after completing one semester of instruction, particularly in mathematics. Even though the gains made by the students enrolled in remedial reading courses were considered significant by academic standards, the overall post-test scores were not reflective of the ability to handle critical reading at advanced levels; therefore, the reading curriculum will be made more rigorous. Student success in both remedial courses and college-level courses was greater in 1996-97 than in previous years at SWOSU. Modified cutscores resulted in higher student success rates in English and reading. The number of persisters in the basic algebra classes indicated success rates of approximately 80 percent.

Mid-Level Assessment

All students who enroll in general education courses participate in mid-level assessment through curriculum-embedded measures. Four main goals of the general education program are assessed at SWOSU. These goals are (1) competency in written communications; (2) mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic; (3) skills in problem solving, critical and creative thinking; and (4) understanding and competency in use of technology, computer literacy and information systems.

Faculty used quizzes, exams, reports, one-minute papers, the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Pre-Professional Skills Test (PPST) and English proficiency exams. Students appear to be motivated to participate meaningfully in these mid-level assessment measures and appreciate knowing the results of the assessment activities The General Education Committee reviews all assessment data to ensure that course objectives support the goals of the general education program.

Analyses and findings indicated that students were performing satisfactorily according to local assessment data and national norms. Faculty are continuing to refine their methods of curriculum-embedded assessment. As faculty members gain more experience with the process, they report that they are re-examining their course objectives and more carefully selecting measures to document student learning.

The general education curriculum was changed extensively in fall 1994. Additionally, student progress and success levels are being monitored. Minor course modifications including style of presentation, methods of assessment of student learning, and the restating of learning objectives have been made. Faculty reported that flexibility and change were major components of the curriculum-embedded approach to assessment. It is apparent that ongoing faculty development activities must address assessment, particularly activities designed for new faculty.

Program Outcomes Assessment

Faculty are actively engaged in determining levels of student achievement: 64 percent of the social work majors scored in the top 40 percent nationally and 27 percent scored in the top 10 percent nationally; education certification exams pass rates exceeded the state pass rate by 4 percentage points; 94 percent of pharmacy school graduates compared to the national pass rate of 87 percent; 100 percent of the 1995 nursing graduates are employed in nursing; and 93 percent of the Health Information Management graduates passed the national certification exams. However, exit interviews indicated that computer labs need updating. Health, Physical Education and Recreation assessment results indicated that the common senior exams need to be revised.

Students majoring in biological sciences fell below the mean scores nationally. Up to one-third of the test is devoted to topics in molecular biology which are unavailable at SWOSU. National Science Foundation funding was received for developing a course in molecular biology. Computer-assisted instruction with emphasis on experimental data analysis has been added to core courses in zoology and genetics. An auxiliary course requirement in statistics has also been added. Another change is the requirement that students complete all core courses in the major before enrolling in the upper division elective classes.

Value-added is evident from analysis of pre-test/post-test scores used by faculty in the Psychology Department. Sociology students placed in the top one percent of a national sample of graduating sociology seniors.

Students in associate degree programs offered at Sayre reported a 100 percent pass rate on registry and certification exams. Additional assessment tools such as advanced program

acceptance rates and advisory council recommendations will be utilized next academic year.

Exam pass rates for nursing students compared to the diagnostic test results indicate that the tutorial strategies which were implemented this academic year had a positive impact on student performance. Commercial Art faculty are reassessing the foundation courses to promote improvement in teaching content.

Student Satisfaction Assessment

Characteristics of incoming freshmen are identified through use of the Cooperative Institutional Research Program (CIRP) survey. Seniors in undergraduate programs respond to the Southwestern Senior Survey when they apply for graduation. This questionaire concerns program quality and satisfaction with university services. Alumni are surveyed at one-year, three-year, and five-year intervals. Some degree programs include exit interviews for graduating seniors as well. At Sayre, other survey administration methods are being considered since only 32 percent of the graduating sophomores responded to the mailed query.

The majority of students indicated that they had changed their major a number of times. High satisfaction was registered on both instruments for preparation for employment in their fields of study. Improvement in ratings for computer labs coincided with the creation of new labs and updating of those in existence.

The following changes have occurred or are planned as a result of satisfaction assessment. Freshman orientation was changed drastically to give students time for interaction and to get acquainted. "At home" issues such as safety, adjustment to collegiate life, and orientation to the campus were addressed in skit format. Students responded favorably to this change. The Southwestern Assistance Team (SWAT) is a group of upper class students who assist incoming freshmen. Each member of the team called or wrote at least ten students during the summer and continued to offer help after the students were on campus in the fall. Plans have been made for formation of an emeritus faculty advisement team which will be available to students who have not declared a major.

Graduate Assessment

Many measures are used in the assessment of graduate student performance: exit interviews, comprehensive mini-theses, written exams, capstone experiences, Oklahoma teacher certification exams, practicum performance ratings on a structured scale, licensing examinations, employment rate of graduates, active recruiting of graduates by regional agencies, and promotions of alumni to levels of directors and supervisors. Graduate students who completed requirements for graduation during the 1996-97 academic year were assessed.

Education graduates performed well on the Oklahoma certification exams. All areas reported 100 percent passage rates with the exception of two areas: secondary principal (88 percent), and secondary counselor (71 percent). Assessment of graduate students in psychology showed that on the internship evaluations, all SWOSU students were rated in the range from competent to excellent. Licensed clinical psychologists, who also supervise

interns from other universities, ranked SWOSU students as being highly competent. Seventy-three percent of the students were offered employment by their practicum agencies. In addition, the employment rate for SWOSU graduates was 100 percent within a three-month period of graduation. All six of the students sitting for licensing exams passed, and five of the graduates have already been promoted to director of agency positions or program supervisors. The Master of Applied Psychology faculty are conducting a self-study to assess program changes necessitated by new licensure requirements scheduled to become effective January 1, 2000.

Cameron University

Entry-Level Assessment

During the 1996-97 academic year, 1,829 new students at Cameron University (CU) were evaluated for proficiency in English, mathematics, science, and reading. Of these students, 1,171 were found to have performance deficiencies and were placed in remedial courses. Of the 355 recent high school graduates seeking a bachelor's degree, 324 had at least one deficiency. Performance deficiencies are determined by applying either the ACT definition (below 19) to students younger than 21, or the equivalent computer placement test (CPT) score to adults and to students who are on active-duty status with the United States Armed Forces.

Students are given a placement advisement sheet that shows their test scores and the resulting course placements. As of July 1994, this advisement sheet, incorporated into the Admissions Office's "Steps To Enroll" form, duplicates the placement information available to the faculty advisor through the university's enrollment system. The pass rates of students in remedial courses ranged from 49 to 70 percent. The percent of students who were placed in college-level courses and earned at least a grade of "C" or higher were 71 percent in reading, 71 percent in English, 80 percent in survey of mathematics, and 56 percent in college algebra (which has increased 2 percentage points from last year).

Mandatory placement into reading and science courses was implemented July 1994. The reading program was revised so students who had minor performance deficiencies could take a one-hour lab in conjunction with the college-level reading course. Beginning in July 1995, placement in science was based solely on the ACT science score for recent high school graduates. Such students were required to take one science course more than what was required for graduation.

Several changes in the mathematics and English programs have occurred since 1993. These changes have affected both the percentages of students who take a remedial-level course prior to a college-level mathematics or English course and the rates at which they succeed in these courses. These changes include implementation of mandatory placement into mathematics and English courses, the change in college-level mathematics proficiency requirements for Survey of Mathematics, and curriculum revisions in mathematics and English.

Grades for students enrolled in the college-level English course, Composition I, showed that the overall percentage of students who received a grade of "C" or higher increased from 70 percent in 1992-93 to 71 percent in 1996-97. The success rate for students enrolled who previously took a remedial-level English course increased faster and surpassed the success of the non-remediated students, from 56 percent in 1992-93 to 76 percent in 1996-97.

It is the English faculty's opinion that this rapid increase in success rates is due as much to the institution-wide enforcement of the placement criteria as it is to the stability of the remedial-level curriculum and the experience of the faculty in addressing student deficiencies. In addition, members of the English Department revised the remedial-level

curriculum in 1994-95 as part of the five-year program review, and they have revised their entry-level curriculum as a result of portfolio assessment. As a result, a new course syllabus for Composition I was developed in fall 1997.

Grades for students enrolled in the college-level mathematics course, College Algebra, showed that the overall percentage of students who received a grade of "C" or higher increased slightly from 53 percent in 1992-93 to 57 percent in 1996-97. The success rates in College Algebra increased for students originally placed there during the 1996-97 school year, but declined slightly for students who took a remedial-level course first. The effects of the revision in the remedial-level curriculum should stabilize the success rates. Investigation and study of the remedial-level and entry-level curriculum continue under a National Science Foundation grant.

Mid-Level Assessment

The Institutional Assessment Committee (IAC) has continued to improve the mid-level assessment processes on campus. As part of this effort, the committee reviewed the results of methods used to measure mid-level, general education programs. The IAC concentrated on critical thinking, written communication, and verbal communication in order to develop an assessment process which would address general education objectives deemed important by the University's faculty. The IAC recommended to the Provost that mid-level assessment occur in the existing course structure. Therefore, the measurements for mathematics would be taken in the College Algebra course, writing skills in the English Composition II course, and critical thinking in the American Federal Government course. With cooperation from the departments involved, faculty administer the assessment exams during regularly scheduled classes, and the results are shared with faculty after the exams are scored.

The ACT Collegiate Assessment of Academic Proficiency (CAAP) writing skills essay form and the CAAP mathematics skills test are used to assess students in the areas of writing and mathematics. During a mathematics faculty review of the content of the CAAP mathematics skills test, it was noted that algebra was only a part of the examination. A concern was voiced that this could mean an inaccurate measure of mid-level performance. Faculty members decided that the College Algebra students should demonstrate a variety of mathematical skills. This test would then help measure total mathematics performance. The California Critical Thinking Skills Test was selected to measure mid-level general education critical thinking skills.

Student participation improved when faculty members, who are responsible for the subject matter in general education, were involved in the planning and implementation of the assessment measurements. Providing consistent reliable measures of the mid-level general education objectives, will strengthen the process further.

Program Outcomes Assessment

The academic departments have defined program goals and their relationship to CU's mission of CU. These goal definitions are then translated to assessment activities and measurements.

Undergraduate programs in 38 majors or concentrations were reviewed. Measurable program improvements were found in 16 cases, curriculum or course improvements were documented in 24 cases, and 16 programs increased or varied the type of assessment measurement. CU's assessment program is becoming more institutionalized. The integration of the Academic Plan, Budgeting, and Five-Year Program Reviews with assessment is improving institutional effectiveness.

While some programs are showing commendable application of the assessment results to program improvement, a few will require focused efforts to achieve program and institutional goals. The Computer Science program, for example, will be given the necessary direction to help the faculty achieve the required assessment goals.

Student Satisfaction Assessment

Every three years, the National Center for Higher Education Management Systems (NCHEMS) survey is used to evaluate how effectively CU is meeting the needs of the student body. The survey was administered in the 1997 spring semester to 233 students.

The results of the NCHEMS survey indicated that the overall levels of satisfaction with the services provided were high. From this survey, it is evident that the university is meeting the needs of the student body with excellent programs and services. The only service with a significant measure of dissatisfaction was campus parking. Comparisons with the 1993-94 student satisfaction survey showed that the individual services improved.

In addition to this formal survey, there are a number of university committees that have the responsibility for assessing university processes and procedures. Studies completed by the committees indicated that the information needed to properly advise students was in many cases not reaching faculty. Even when faculty had the information, data were lacking to interpret the information and use it in advisement. The problems that were identified in advisement will be addressed by restructuring orientation and providing more comprehensive and frequent training for academic advisors.

The most important result of this year's assessment is the formation of a task force for administrative excellence. This task force will meet quarterly and study various problems that have been identified as a result of both formal and informal assessment activities. The work of this task force will be widely publicized on the campus and the invitation will be extended to everyone in the campus community to bring problems to the attention of this group. It will then study and analyze these problems and make recommendations regarding the resolution of problems.

Graduate Assessment

The Master of Arts in Teaching, CAMSTEP, program provided evidence of program improvements in recruiting, retaining, and graduating under-represented groups. Program assessment measurements indicated an 87 percent success rate in student achievement of all program goals. Evidence indicates that the program is providing competent teachers from diverse educational and experience backgrounds. Course and curriculum changes continue to enhance student performance and assessment measurements reinforce this process.

As a result of the assessment process, the Master of Business Administration (MBA) program has been refined. The research emphasis of the MBA program has changed from one of published scholarly work by students to one of applied research, which is appropriate for a business manager. Capstone course and content revisions have resulted in a Strategy course that integrates key concepts of the core courses. Graduate faculty along with the university and department administration have created a weekend format program delivered with CU's interactive television system through OneNet.

The Behavioral Science Master of Science program provided a very limited measure of outcomes. Student satisfaction was measured with exit interviews of the graduating students. Program objectives and the support of CU's mission will be key elements in the next assessment period.

Langston University

Entry-Level Assessment

Methods used for entry-level course placement at Langston University (LU) during the 1996-97 academic year included the descriptive tests of basic skills that are administered to all first-time entering freshmen and transfer students who have completed less than twelve hours of college credit. Each student's high school transcript was evaluated for deficiencies along with an evaluation of his/her ACT scores to determine admission status.

ETS descriptive tests of basic skills were used for secondary assessment and course placement for English and mathematics. The Nelson-Denny Reading Test was used to assess skills in reading. Critical thinking skills were assessed in both the English and reading tests. The three tests were administered in large classroom settings to students participating in pre-registration and freshman orientation. Of the fall 1996 freshmen, 45 percent enrolled in remedial English, 73 percent enrolled in remedial mathematics, 19 percent enrolled in remedial science, and 12 percent enrolled in remedial reading sometime during the 1996-97 academic year.

The Assessment and General Education Committee is continuing in its efforts to improve all levels of assessment at LU. A priority for the committee is the development and implementation of a writing component for entry-level assessment.

In fall 1996, the Assessment and General Education committee approved a model for tracking freshman student progress. Specific advisors have been selected and trained to advise first-time entering freshmen at LU. Freshman advisors have primary responsibility for tracking students during their first two years of study.

As part of the North Central Association 1997 self-study, a longitudinal study of student success in remedial and college-level basic skill courses was completed. This study included English, mathematics, history, and biology courses. The results of the longitudinal study showed a three-year average pass rate of 74 percent in remedial English, 38 percent in remedial mathematics, 69 percent in remedial biology, and 65 percent in remedial history. The average pass rates of first-time freshmen enrolled in college-level English, mathematics, and biology courses for 1993-95 were also caloulated. The results showed that the average pass rates were 68 percent in English, 48 percent in mathematics, and 66 percent in biology.

The pass rate for mathematics is of greatest concern. Based on these data and analysis of student performance in remedial mathematics, the course has been divided into two separate courses. Students who score below 13 on the descriptive mathematics test enroll in elementary algebra. Students who score between 14 and 18 on the test enroll in intermediate algebra. The intent of this division is to devote more time to students whose skill development in mathematics is low. The expected outcome is an improvement in the success rate in remedial mathematics, and ultimately in college-level courses.

Mid-Level Assessment

The descriptive tests of basic skills in English and mathematics are used to assess mid-level skills of LU students who have completed between 45 and 70 hours of college credit. The Nelson-Denny Reading test is used to assess value-added in reading. The English and reading tests are also used to evaluate critical thinking.

Assessment activities are linked to the institution's general education competencies beginning with entry-level testing. Clearly defined competency levels are outlined for placement in either remedial or college-level general education core courses. Minimum competencies are defined for progression through these core courses. As a result of successfully completing the general education required courses, it is assumed that students can demonstrate value-added in reading, English, mathematics, and critical thinking. In the 1997 spring semester, 98 students completed mid-level tests in reading, English, and mathematics.

Student progress is tracked after mid-level using portfolio assessment. In all academic programs, students are assigned to a specific academic advisor who is responsible for monitoring student progress.

Program Outcomes Assessment

The programs at LU utilize a variety of assessment measures and practices to assess students at the outcomes level. Based on the results of outcomes assessment numerous instructional changes have occurred or are planned. The following are some examples of these changes.

The Department of Communications will begin to use a senior comprehensive exam that will cover information from the required major courses and will measure students' competencies in the stated outcomes. Biology Department faculty will prepare tests that require students to analyze and answer questions in a scientific manner. Laboratory sessions and enhanced lecture sessions and seminars are planned whereby students will be exposed to and trained in test-taking skills.

The Teacher Education program is being reviewed and restructured. Several recommendations resulted from the program outcomes assessment process. Some of these recommendations are to review instructional techniques in education contents courses, expand a pre-test seminar of the Oklahoma Teacher Certification Test, and review syllabi and content of the PASS.

Student Satisfaction Assessment

During the 1996-97 academic year, a self-developed Student Perception Survey was used to evaluate how LU students perceive the overall campus environment. During the spring 1997 semester, the survey was administered to a random sample of 285 students, including freshmen, sophomores, juniors, and seniors.

The results of the survey suggested an improvement in the overall campus environment when compared to the ACT Student Opinion Survey that was administered during the 1995-96 academic year. A milestone in improving the campus environment was the fall

1996 opening of a new apartment complex. Not only has this addition relieved crowding in residence halls, it has provided space for such programs as counseling and on-line computer networking with the local library system.

Institutionally, improvements in the data base have had a positive impact on decision making and quality of services, particularly in the Financial Aid Office, Registrar's Office, Business Office, Student Housing, and Unitized Data Systems. In the Registrar's Office, a module has been added to the software system POISE Campus America, which allows all student transcripts to be electronically generated. A goal for this office is to activate the degree audit component of POISE. Software packages have been added in the financial aid office that allow computer processing of student aid packages. The result has been more timely student aid awards.

Through upgrading and adding software, information processing in the business office, student housing, and payroll processing has significantly improved. A major accomplishment of the university was the completion of a data network to provide faculty and advisors immediate access to student information for decision making. Through terminals assigned to each advisor, student information is used for academic planning, career planning, tracking, intervention, and evaluation of student outcomes.

Graduate Assessment

Applicants for admission to the Graduate Program are interviewed by three members of the graduate faculty in the School of Education and Behavioral Sciences. They are also required to write extemporaneously as evidence of their ability to organize and present ideas in a coherent and grammatically acceptable form.

A qualifying examination is required of all students upon completion of 12 hours of graduate work. The purpose of the exam is to assess the student's academic progress and learning competencies in the graduate program. At this stage, student portfolios are also assessed.

The School of Education and Behavioral Sciences requires successful performance on a written comprehensive examination toward the end of the student's work for the degree. The six-hour written comprehensive examination consists of questions within the student's area of concentration and the core requirement. The student is expected to demonstrate knowledge and skills appropriate to the master's level in integrating facts, concepts, and arguments from diverse sources into a systematic, well-reasoned and well-written narrative.

A student questionnaire provides the Graduate Department with an assessment of faculty, students, and the learning environment. Results from the questionnaire showed that an overwhelming number of students (95 percent) strongly agree that faculty members are genuinely interested in their welfare and professional development and believe that faculty members are well prepared for the courses they teach.

Many students (80 percent) felt there are opportunities for student participation in departmental decisions. Ninety percent of students who graduated found the opportunities

for intellectual and social interaction "adequate." However, over half of the students responded that financial resources and field relevant library holdings were inadequate. These concerns are being investigated and improvements are being considered.

University of Science and Arts of Oklahoma

Entry-Level Assessment

As part of the admissions and registration process at the University of Science and Arts of Oklahoma (USAO), students who score below 19 on the ACT in any subject area complete the ACT Computer-Adaptive Placement Assessment (COMPASS) for mathematics and English placement assessment. A total of 129 students were tested for mathematics course placement and 150 for writing skills. Only 2.3 percent of these students placed in college-level mathematics and 30.7 percent in English. In addition, adult students returning to school and foreign students may be tested to determine appropriate course placement. USAO uses a locally developed exam for science placement testing. None of the 88 students taking this exam in the 1996-97 academic year met the desired cutscore of 75 percent.

Students may retake the placement tests after a two-week period of self-study. The assessment department has ProOne Mathematics software available for student self-study use. In addition to placement re-testing options, students placed in remedial mathematics and writing courses are tested early in the trimester by academic department diagnostic testing to meet the specific instructional needs of the students. Tutoring in science, English, and mathematics is also available through the related academic departments.

Two additional standardized assessment instruments are administered to incoming freshmen. Each freshman student takes one of the five ACT Collegiate Assessment of Academic Proficiency (CAAP) exams (writing, mathematics, reading, science reasoning, or critical thinking) as a baseline measure of skill. The Noel-Levitz College Student Inventory (CSI) is administered to all incoming freshmen to assess academic and personal needs. Of special importance is the identification of students who are at risk for academic or personal difficulties and may drop out.

USAO is reviewing the core educational Interdisciplinary Studies (IDS) program for enhancing basic learning skills during the freshman year. Additionally, USAO offers counseling, assessment, and academic tutoring services to more effectively use data sources such as the CSI and the Focus II career exploration software. A thorough review of all course placement testing is being conducted. Studies are planned to further assess the placement cutscores for the mathematics and writing skills assessments conducted via COMPASS. The science placement exam is undergoing a statistical validation process as more student data are collected.

Mid-Level Assessment

In 1996-97, 214 junior students took a CAAP exam in one of the five content areas. The junior students who participated in the CAAP testing program as freshmen completed the CAAP exam for the same content areas. The differences between the junior CAAP test data and the freshman CAAP test data were analyzed to show the effectiveness of student learning and achievement in each skill area of the core curriculum.

The mean scores for two of the five content test areas were somewhat higher than the national norms. The junior mean score for the critical thinking exam was 1.12 points

higher than the national norm, and the mean score for the reading exam was 1.05 points higher than the norm. USAO writing, mathematics, and science reasoning test scores were fewer than 3 points below the mean. A comprehensive initiative at USAO is currently underway to review the structure and content of the core curriculum.

Program Outcomes Assessment

The ACT College Outcome Measures Program (COMP) examination is used to estimate the ability to apply general education skills and knowledge to problems and issues commonly confronted by adults. The 1996-97 USAO seniors scored slightly lower than the national norms in the areas of using science and technology (-0.73), communicating (-0.17), clarifying values (-0.04), social functioning (-1.64), using the arts (-1.25), and problem solving (-1.88).

In addition to the COMP, seniors were also given major field exams. Findings from the major field exams within the Arts and Humanities division were satisfactory overall, with some concern by the faculty that students did not sufficiently retain and integrate knowledge. Students are told that a final assessment will be required and are urged to prepare for it. Faculty are restructuring curriculum and assignments to encourage students to retain what they learn and to integrate information from all classes into a coherent whole. Several faculty have raised the concern of "teaching to the test" which might please students and raise the scores, but would not give true indications of student learning.

Because of the high percentage of 1996-97 USAO political science majors continuing on to graduate studies or law school, the political science faculty plan to increase the rigor in required major courses. In American Indian Studies, more emphasis is being placed on American Indian languages. Not only are unique aspects of the languages emphasized, but the Kiowa and Wichita languages are being taught within the curriculum. Of the 69 elementary education students, only one did not pass the certification exam. The science faculty recently implemented science colloquium and requirements for a student portfolio to address concerns for student retention of information. Also, assessment of sophomores in the earth sciences will help to diagnose areas of concern.

Student Satisfaction Assessment

The USAO Student Satisfaction Survey is administered during peak class times to attain maximum response rates which improved from 21 percent in 1994 to 24 percent in 1995. One direct result of this survey is the IDS core educational program review being conducted by the IDS Committee. One of the goals of this committee is to produce a curriculum structure for the freshman year, which will ensure that required courses available are consistent with freshman student enrollment needs.

USAO is planning a variety of modifications to further enhance student satisfaction and retention. The student satisfaction survey instrument is being revised to focus more on college student life, including dorm living, cafeteria services, and other factors. There has also been discussion concerning revisions to the Course/Instructor Questionnaire by the USAO Assessment Committee. In addition, a needs assessment survey of students,

faculty, administration, and staff members will gather both quantitative and qualitative data.

USAO plans to develop and implement a web-based assessment tool. The data collected from this instrument will be monitored and summarized to identify areas of concern. Both the needs assessment survey and the web-based assessment instrument will provide support for planning institutional change.

As part of the student satisfaction assessment process, USAO will utilize the CSI to provide a baseline measure of individual student support needs. The results of the CSI will enable USAO to enhance counseling, career exploration, assessment, and academic tutoring services.

Oklahoma Panhandle State University

Entry-Level Assessment

Oklahoma Panhandle State University (OPSU) is one of three universities in Oklahoma that has an open enrollment policy or associate degree programs. The open enrollment policy makes the assessment of entering students important to insure that students receive all the educational assistance needed during their collegiate career.

Students who do not achieve at least a 19 on the ACT subject scores have the option of challenging the placement into the remedial course with the Nelson-Denny Reading Test for reading, the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) for mathematics, a faculty-developed holistic writing exam for English, or a faculty-developed placement exam for science.

In 1996-97, 140 students took the English secondary placement test, 45 percent of those students passed the test and enrolled in the college-level English course. Analysis of student performance of those students who took the English secondary placement test showed that there was no significant difference in cumulative GPA at the end of the spring semester between the students who tested into the college-level English course and those who were required to enroll in remedial English. In pooling the pre-test/post-test scores for all remedial English course sections, 59 percent of the students improved their scores and 91 percent of these students made a passing grade in the class. Of the students who did not improve their scores, 71 percent passed the course.

The Nelson-Denny Reading Test is used to place students in reading. During spring 1997, 99 students were required to enroll in the remedial reading program. Post-test scores for these students increased 17 percent with the average reading score above the eleventh grade level. For 1995-96, pre-test/post-test score comparisons showed that there was a 20 percent improvement in test scores. These data were prior to the reclassification of the reading course from a theory course to a laboratory. In 1995-96, the mean pre-test reading level was 8 with a post-test mean of 10. During the 1996-97 academic year, the mean pre-test level was 10 with a post-test mean of 12.

The ASSET Elementary Algebra exam is used as a secondary placement test. Approximately 78 percent of the students who took the ASSET exam were placed in the remedial algebra course. The mathematics faculty is still considering a laboratory section for this course to better meet student needs. An alternative approach under consideration is to offer two levels of remedial mathematics courses.

A science secondary placement test was developed by OPSU faculty in the summer of 1996. The cutscore for passing the test is currently 50 percent. Of the 64 students who took the test, 72 percent were required to enroll in the remedial science course.

Mid-Level Assessment

For several years, OPSU has used the California Achievement Test (CAT) for mid-level assessment. The CAT was developed for juniors and seniors in high school and is not an

effective measure of a student's education level after two years of collegiate work. For this reason, OPSU abandoned the use of the CAT.

Beginning fall 1997, OPSU will use a combination of several assessment tools to assess the general education program. The first is a general education survey to evaluate how the students feel about their general education experience at OPSU, and how they feel that the general education program has broadened their education. OPSU will also investigate an outcome-based assessment program that is currently in use at the University of Phoenix. This method assesses the student's improvement from the beginning to the end of a class utilizing pre-test/post-test, as well as student and faculty evaluations of the course. By utilizing pre-test/post-test, the faculty can determine what areas need more time in class, as well as measure the level of student improvement. This method of pre-test/post-test is currently being used in the remedial classes with good results.

Program Outcomes Assessment

Each program on campus has its own method of assessing its graduates. The most common methods are recitals, locally developed exit exams, portfolios, certification tests, job placement, employment history, standardized major exams, and/or a combination of these methods.

The School of Liberal Arts uses a variety of assessment tools to evaluate students. The English Department uses a portfolio that contains papers and tests completed by the students during the course of their program, plus exit interviews. Music and Speech use recitals and performances to evaluate their students, video taping performances for future employment references. The Psychology Department uses Major Field Achievement Tests (MFAT).

The science, mathematics, and nursing faculty evaluate their graduates using in-house exit exams and state and national certification tests. Nineteen Ninety-seven graduates exceeded the performance of the previous graduates since the assessment program began in 1994. The Nursing Department uses specific entry evaluations prior to admission to the nursing program. Pass rates on the national certification tests are useful indicators in assessing student performance. Nursing is currently reviewing outcome-based assessment for each nursing course. The Mathematics Department currently utilizes the Oklahoma Teacher Certification Testing program since the majority of its students aspire to become teachers.

The School of Business and Technology uses a variety of assessment tools. The Business Department uses student class grades, MFATs, student portfolios, and pass rates on the Oklahoma Teacher Certification Testing program for business education. Results from the first year's assessment indicated a need for greater written and oral communication skills. Courses have been altered to include these two components. The Computer Information Systems Department interviews students prior to graduation, during the job search process, and in some cases after a student is employed. Input from these students is used to improve and expand Computer Information Systems curricula. The Industrial Technology Department uses portfolios and exit interviews to motivate students, improve

curricula, and provide employers with examples of student performance in the technical fields.

The School of Education relies primarily on student teaching performance, cumulative GPAs, and certification testing. Of this year's graduating class, the average GPA for 42 students was 3.20 with the range in GPAs of 2.67 to 3.82. All 26 students who took the state certification exams were successful.

Student Satisfaction Assessment

Since 1992, student satisfaction assessment on campus has used standardized surveys such as the ACT Entering Student Survey (ESS), ACT Withdrawing Student Survey, and a locally developed Graduating Student Survey (GSS). The use of the ESS is currently under review with the intention of replacing it with a locally developed survey that is geared more toward the students from this area.

The Withdrawing Student Survey has been used for the last two years, but data are incomplete due in part to difficulties in contacting students who withdrew from the university. Under consideration is the development of a brief telephone survey for contacting those students and assessing their reasons for withdrawing from the university.

In 1995, the Assessment Committee developed the GSS. The response of the graduates to the survey has been positive indicating that 85 percent of the students were pleased with the education they received as OPSU. The GSS is being revised to achieve a greater understanding of what OPSU can do to improve the campus environment and education.

Connors State College

Entry-Level Assessment

Entry-level assessments at Connors State College (CSC) are conducted to insure that first-time freshmen and transfer students have the necessary skills to do college level work and are properly placed in courses that they have at least a 70 percent chance of passing. Students who have a 19 or higher on each ACT subject test are placed into the corresponding college-level courses. Students who have less than 19 ACT subject scores or who have never taken the ACT are referred to the Assessment Center to take Computerized Placement Tests (CPT). Students who have low ACT scores may take the residual ACT before undergoing entry-level assessment procedures. Students who take the CPT tests do not have the option to retake the tests.

Of the secondary testing conducted in 1996-97, 17 percent was in reading, 18 percent in English, 33 percent in mathematics, and 50 percent in science. Of the students taking these tests, 41 percent were placed in remedial reading, 53 percent were placed in remedial English, 96 percent were placed in remedial mathematics, and 77 percent were placed in remedial science.

Placement data were compared with student progress in remedial and college-level courses to determine the validity of cutscores and placement policies. Division chairpersons in the Mathematics/Science and English Divisions, in conjunction with faculty, conducted long-term studies of success rates for students who were in remedial courses to determine the effectiveness of course content and instruction. Generally, the process has been very effective in placing students in the proper courses. The English Department is currently gathering data to determine if the CPT cutscore for English sentence skills should be raised. Also, the content of the remedial English course is being reviewed to determine how it may be strengthened to enhance the success rate of students who enroll in college-level English courses.

Each year the Assessment Oversight Committee conducts compliance audits of the various levels of assessment. During the past year, the Committee and the mathematics faculty conducted an audit of the entry-level mathematics cutscores and determined that the cutscores for mathematics placement were appropriate.

Mid-Level Assessment

The Institutional Assessment Committee and the general education faculty determined that the four skill areas assessed are critical to the successful completion of the general education curriculum. The purpose of mid-level assessment is to evaluate the impact of the general education curriculum on the development of these skill areas.

CSC uses several instruments to assess students at the mid-level. The Nelson-Denny Reading Test is used to assess reading, the ACT Collegiate Assessment of Academic proficiency (CAAP) is used to assess critical thinking, faculty-developed essays are used to assess writing, and faculty-developed tests are used to assess mathematics.

All graduating sophomores who have accumulated over 45 credit hours are required to take EDUC 2300, Outcomes Assessments, as a condition of graduation. The primary strategy used to motivate students to do well on the tests is an appeal to their responsibility to evaluate their own academic development. Students are given benchmark scores to compare to their scores to determine their progress in developing these critical skills. At the conclusion of the testing period, 308 students were asked to rate the effort they gave on the tests: 79 percent of the students stated that they gave moderate to maximum effort, 5 percent gave little effort or no effort, and the remaining 15 percent chose not to respond to the question.

Tracking reports are received from the four-year institutions that have CSC transfer students. In general, the data reveal that CSC students experience grade-point shock during their initial semester at the new institution; however, over time their grade points improve to a level close to their transfer GPA.

Results of the Nelson-Denny Reading Test indicated that 50 percent of the students tested had a fourteenth grade or better comprehension reading level. Seventy percent of the students who tested at the ninth grade or below were reading at or above the twelfth grade when they entered CSC their freshman year. This indicates that the low scores were due to poor motivation rather than poor reading skills.

In the 1995-96 academic year, 62 percent of the graduating sophomores were writing at the competent or higher level. During the 1996-97 year, 58 percent were at the competent or higher level, a reduction of 4 percentage points. Mathematics scores showed a similar decline with only 17 percent passing the Algebra test in 1997 compared to 21 percent in 1996.

For the fourth year in a row, critical thinking scores for CSC students were within one-tenth of a point for sophomores taking the same test across the nation. These results indicated that CSC students are performing at the same level as students in the national norm group for two-year colleges in critical thinking.

After conducting a comprehensive review of student success in college-level and remedial mathematics courses and CPT placement scores, the mathematics instructor, division chairpersons and members of the curriculum committee recommended that students be required to enroll in the appropriate level of remedial mathematics based on secondary assessment test scores. In the past, students with mathematics secondary placement scores below the cutscore could choose to enroll in one of the three levels of remedial mathematics courses. This recommendation was accepted and implemented by the office of the Vice President for Academic Services and Technology during the 1997 spring semester.

Program Outcomes Assessment

CSC utilizes comprehensive exams, portfolios, and licensure/certification exams to assess students at the program outcomes level. Analysis of program outcomes assessment data indicated that the technical-occupational programs that conducted outcomes assessments were meeting their identified goals. Based on these findings, no instructional changes are planned at this time.

Student Satisfaction Assessment

In 1996-97, 308 graduating sophomores were given an locally developed student satisfaction survey. The survey was administered as a condition of graduation during EDUC 2300 Outcomes Assessment. Analysis of the data collected from this survey indicated that CSC is accomplishing its mission. This is evidenced by the fact that a minimum of 90 percent of all students surveyed indicated that they were satisfied with the college, had accomplished their academic goals, had developed critical thinking skills, were challenged by the curriculum, and would recommend the college to others.

In response to the Oklahoma State Regents for Higher Education Assessment of Campus Technology Infrastructure and Needs survey, CSC has upgraded its computer hardware/software, has connected the library facilities to OneNet, the Internet and FirstSearch, and is currently networking the campuses, thus enhancing connectivity for students, staff, and faculty. CSC has also upgraded the computer system to allow access for students through the World Wide Web. A major change planned in response to the student satisfaction assessment is the piloting of a multimedia mathematics curriculum in the remedial classes. The curriculum will incorporate the Academic Systems mathematics courseware. CSC will evaluate student success, retention, attitudes, and enrollment at the next level of mathematics for students enrolled in these classes.

Eastern Oklahoma State College

Entry-Level Assessment

Students with ACT subject scores less than 19 and those without ACT scores must take the ACT Computer-Adaptive Placement Assessment (COMPASS) tests prior to first-time enrollment at Eastern Oklahoma State College (EOSC). Adult students over age 21 are counseled on an individual basis. Adult students without ACT scores are strongly advised to take the COMPASS tests. All ACT and COMPASS results are discussed between an enrollment advisor and the student at the time of initial enrollment. The advisor considers multiple measures including the students' test scores, high school transcript, and grade point average to advise the student in proper course placement. Students with marginal COMPASS writing and reading skills test scores are advised on an individual basis taking into consideration high school transcript, work experience, perceived motivation, and age.

In 1996-97, 512 students were assessed with the COMPASS. Of these students, 50 percent were placed in college-level English, 57 percent in college-level science, and 10 percent in college-level mathematics. Of the students placed in remedial mathematics, 58 percent were placed in General Mathematics, 42 percent in Basic Algebra, and 12 percent in Intermediate Algebra. The percentage of students who could enroll in a college-level mathematics course decreased 15 percent from the previous year. The remaining 90 percent required remediation in mathematics and were recommended for placement in one of three remedial courses. Students take these courses sequentially beginning at the level identified by testing.

The Academic Learning Laboratory conducts remedial courses and is equipped with developmental software for the adult learner. Student use of the software is directed by faculty members with expertise in English, reading, or mathematics. Instruction is provided with individualized assistance and the curriculum is self-paced, allowing students to continue with supervision. The computer-assisted instruction is supported by a tutoring program coordinated through the Counseling Center. Academic needs of students requiring additional help in basic areas is provided by matching students with peer tutors.

The number of students successfully completing College Algebra remains a concern. On the average, only 58 percent of the students complete the course with a grade of "C" or higher. A continued effort exists to review the curriculum, evaluate testing/placement in mathematics, and monitor student success rates. Instructors are reporting that students are entering College Algebra with better skills than in the past, but efforts will continue to increase the percentage passing.

Mid-Level Assessment

All graduating sophomores at EOSC are required to participate in outcomes assessment testing by taking the ACT College Assessment of Academic Proficiency (CAAP) test. The CAAP is administered every April to all spring graduates, as well as those completing degrees the previous summer and fall semesters. Students who have completed or are completing College Algebra are required to take the mathematics portion of the CAAP. All students participate in the writing skills, reading, and critical thinking CAAP tests. Students pursuing Associate in Applied Science degrees do not take the science reasoning

test since their major course of study does not include science courses. All participants in CAAP testing are mailed copies of their test results with a letter of explanation.

On the writing skills test, 96 percent of the students indicated that they gave their best or moderate effort. Ninety percent indicated that they gave their best or moderate effort on the mathematics test. Only 86 percent of the students who took the reading test indicated that they tried their best or gave moderate effort with the remaining 14 percent reporting they gave little effort. During this test, students may have begun to tire which might explain less effort being put forth especially from the students who had taken all tests to this point. Eighty-eight percent of the students who took the critical thinking test indicated that they gave their best or moderate effort and 80 percent of the students who took the science reasoning test indicated giving their best or moderate effort. It appears that fatigue and being anxious to complete testing may have affected the effort put forth.

Overall results of the CAAP show that EOSC graduates perform at a proficiency level comparable to national norms. Results of the 1997 CAAP are not significantly different from the 1994, 1995, and 1996 results indicating that EOSC's general education curriculum is consistent and continues to prepare students academically for transfer to four-year institutions. This is significant because EOSC serves a rural area where many students are first-generation college students.

Program Outcomes Assessment

Beginning in spring 1994, associate of applied science program chairs initiated specific outcomes testing. By October 1994, all divisions in the associate of arts (A.A.) and associate of science (A.S.) major areas had submitted assessment plans to the Vice-President of Academic Affairs. Testing of all A.S. and A.A. majors was initiated with spring 1995 graduates. Examples of measures used to assess students at the program outcomes level include locally developed and standardized comprehensive exams, portfolios, surveys and interviews.

Several instructional changes are planned in programs due to the program outcomes assessment. The Art/Art Education Department has increased the amount of critical writing required by students to aid in knowledge retention. Also, opportunities for cultural experiences will be increased by inviting guest artists to campus for class discussions and demonstrations. The Health, Physical Educational and Recreation Department identified a weakness among students in their knowledge of first aid and CPR skills. More of an emphasis on these areas will exist in future first aid classes and the purchase of more manikins will enable students greater practice time with the direct supervision of the instructor.

The Physics Department has recommended an increased emphasis on problem solving skills taught in the classroom with more instruction and practice provided for this topic. In addition, more of an emphasis will be placed on students developing analytical skills relating to problem solving and laboratory reporting including data analysis and experiment results.

The Criminal Justice Department identified that students are in need of more self-defense and firearms skills. Therefore, more instruction and practice will be incorporated within the criminal justice classes. Both Collegiate Officer Program and Correctional Officer Certification students will enroll in classes covering self-defense/custody/control and firearms training.

Student Satisfaction Assessment

Surveys to measure student satisfaction were administered throughout the 1996-97 academic year: the ACT Entering Student Survey (ESS), the ACT Student Opinion Survey-short form (SOS), the ACT College Outcomes Survey (COS), and the ACT Withdrawing/Nonreturning Student Survey.

The ESS was administered to 534 students during fall orientation. Students indicated that the five major reasons for attending college were to meet educational requirements for a chosen occupation, increase earning power, qualify for a high-level occupation, become a better-educated person, and to develop one's mind and intellectual abilities. Students cited the following factors in their decision to attend EOSC: location, availability of financial aid/scholarships, a particular program of study, cost, course offerings, academic reputation, size of campus, and entrance requirements.

The SOS was administered to 253 students enrolled in English 1213 in February 1997. Sixty-eight percent rated EOSC as their first choice of colleges to attend at the time of admission and when polled whether or not they would choose this college again, 80 percent stated probably or definitely yes.

Sixty-one percent of the students reported using computer services with an 87 percent satisfaction rating. Computer software and programs are constantly being up dated along with the computer labs used for instruction. The computer lab in the library is available daily with all networked computers campus wide.

The COS is given to all graduating sophomores when they finalize information for graduation at the Counseling Center. In the area of academics, students reported a high level of satisfaction at 80 percent or higher with the quality of program of study, academic advising, class size, and variety of courses offered.

The Withdrawing/Nonreturning Student Survey is given to departing students throughout the fall, spring, and summer semesters. When the withdrawal process is initiated by the student, a survey is completed in the Office of Student Services. If a student is involuntarily withdrawn for not showing up for class, a survey is not completed as there is usually no contact with the student concerning the withdrawal.

The top five reasons given for leaving college were: accepted a full-time job, family responsibilities were too great, conflict between demands of job and college, health-related problems, and encountered unexpected expenses.

Murray State College

Entry-Level Assessment

Murray State College (MSC) uses two methods to determine entry-level course placement. First, ACT scores for each student are reviewed to determine if the subject scores are 19 or above. Students with subject scores of 19 and above are considered ready for college-level coursework. Students with ACT subject scores below 19 are given another opportunity to show evidence of academic preparedness through secondary assessment in each area.

For secondary placement assessment, MSC uses the ACT Assessment of Skills for Successful Entry and Transfer (ASSET). Of the 502 fall 1996 first-time freshmen, 18 percent enrolled in remedial English, 58 percent enrolled in remedial mathematics, 7 percent enrolled in remedial science, and 27 percent enrolled in remedial reading sometime during the 1996-97 academic year.

The ASSET is administered twice daily during all early and regular enrollment periods. The tests are administered at the Counseling Center. Retesting options are only available to students with extenuating circumstances. Once students are enrolled in the appropriate courses as indicated by assessment, peer and professional tutors are available for assistance.

Student progress is tracked by the academic advisor and the Registrar's Office. At the end of every semester, academic advisors receive grade reports for their advisees that indicate student performance for both remedial and college-level courses. The academic advisor and the student then make any necessary changes to the student's class schedule in the following semester.

On a semiannual basis, the Director of Counseling reviews with remedial course instructors the effectiveness of student placement. Reports of recommended changes are submitted to the MSC Academic Council, whose membership includes deans of all academic divisions. About one-half of the students enrolled in remedial courses in 1996-97 received a grade of "satisfactory;" 34 percent received a grade of "unsatisfactory;" and 15 percent of the students withdrew before completing the course. While a higher success rate would be desirable, the placement decisions are effective in that the decisions are objectively based on the student test scores in relation to the cutscores. The ranges of cutscores are reviewed annually. The most recent change in the entry-level assessment process was the cutscore increase on the intermediate algebra ASSET test for college-level enrollment. Through the study of student success rates, it was determined that students need a higher level of knowledge to be successful in college-level algebra.

There have been no major changes in instruction as a result of entry-level assessment; however, there is ongoing refinement of the curriculum based on communication between instructors of remedial courses and instructors of college-level courses. This close communication is possible due to the size of the campus and the number of MSC faculty.

Mid-Level Assessment

MSC uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) test to measure reading, writing, mathematics, and critical thinking. The CAAP is curriculum-based so results can be related to college courses. The CAAP items are drawn from the general education college materials in humanities, social and natural sciences, and mathematics.

Seventy-one students participated in the CAAP test for the 1996-97 academic year. The identified population included potential 1997 spring graduates who started at MSC as first-time freshmen. These students were notified that they were required to select one of two scheduled dates in March to participate in the CAAP. Students were encouraged to do their best on the CAAP through two means: (1) a sense of student responsibility to MSC in that scores could impact the curriculum taught and (2) a direct benefit in that the scores could be reported to the four-year institution to which the student is transferring. Comparisons between MSC mean scores and the national two-year mean scores revealed that MSC students scored the same as the national norm in reading; scored 1.1 points below the national norm in mathematics and critical thinking; scored 0.2 point below the national norm in science reasoning; and scored 0.8 point below the national norm in writing. These scores indicated that MSC students scores were close to those at other two-year public colleges. Since the mean ACT scores for first-time students at MSC were below the national mean ACT scores by 2.5 points in science to 3.6 points in mathematics, these CAAP scores indicated success in general education outcomes.

Program Outcomes Assessment

Most of the degree programs as MSC use locally developed tests to assess student performance at the outcomes level. The one exception is the Nursing program which utilizes the National League of Nursing-Registered Nurse test. Analyses of the outcomes assessments indicated that the majority of students met the desired proficiency of their programs. No major changes in the degree programs are planned at this time, because students are meeting the desired proficiency; however, each program chair annually studies the outcomes to determine if any refinement in the curriculum is necessary.

Student Satisfaction Assessment

MSC administers a locally developed questionnaire during the spring semester to measure student satisfaction and student opinions on all aspects of college life. The questionnaire was administered to 500 students from a random sample of both day and evening classes.

The results of the 1996-97 student satisfaction assessment showed that 90 percent of students rated the college's quality of instruction as satisfactory, and the overall impression of courses for 89 percent of the students was favorable. Surveyed students gave high approval ratings for the library, admissions, and registration. Students indicated that their major problem is finances. MSC will continue to help students address their financial needs through all avenues of financial aid available and also through local scholarships.

Northeastern Oklahoma A&M College

Entry-Level Assessment:
During the 1996-97 academic year, the Assessment/Testing Center at Northeastern Oklahoma A&M (NEOAMC) administered the national ACT to 648 students and the residual ACT to 405 students. Of the 744 first-time freshmen, 85 percent participated in secondary placement testing. NEOAMC uses the College Board's Computerized Placement Tests (CPT) for secondary testing. Based on the results of secondary testing, 35 percent required remediation in English, 66 percent required remediation in mathematics, 40 percent required remediation in reading, and 40 percent required remediation in science.

Students placed in remedial classes enroll in a required lab for additional instruction. To provide continuity of instruction, both remedial classes and labs are taught by the same instructor. Student peer tutors are also available during afternoon and evening hours.

A study of the fall 1996 first-time freshmen examined English ACT/CPT scores and success in college-level English courses. This survey examined the difference between students with an ACT English score of 19 or higher (enrolled in college-level English) and students with an ACT English score below 19 but passed the CPT English exam and were enrolled in college-level English. The results revealed that students who were required to take the English CPT passed college-level English with a grade of "C" or higher at about the same rate as students with English ACT subject scores at or above 19. However, students with ACT English scores equal to or greater than 19 have a better chance of making a grade of "A" in college-level English.

A Title 13 grant allowed NEOAMC to develop the Academic Support Center (ASC). The ASC employs an academic support coordinator who supervises student progress as the students work on the center's 40 personal computers. Within this framework, English, mathematics, and reading are given individual attention and each discipline is supervised by a faculty member. The ASC is available to all students. For non-traditional students, the Older Wiser Learning Students (OWLS) Center offers individualized academic instruction for students, peer support, and non-academic service.

During the 1996-97 academic year, information was received from two four-year universities regarding NEOAMC transfer students. NEOAMC students who transferred to East Central University (ECU) showed no significant difference between their NEOAMC and ECU GPAs. NEOAMC students who transferred to the University of Central Oklahoma (UCO) with less than 30 credit hours did have significantly lower UCO GPAs than NEOAMC GPAs. NEOAMC students who transferred to UCO with more than 30 credit hours had no significant difference between their NEOAMC and UCO GPAs.

Mid-Level Assessment
Students, representing a diverse cross-section of the student body, were assessed at the beginning of their freshman semester (fall 1995) and at the end of their last semester of enrollment (spring 1997) with the College Base Academic Subjects Examination (BASE) and with the Test of Adult Basic Education (TABE). The participants were chosen from

each division and tested at the Testing Center. Value-added was determined by measuring their pre-test results against their post-test results.

One hundred fifty incoming 1995 freshmen and 48 spring 1997 graduating sophomores in associate of applied science or certificate programs were given the TABE. Pre-test/post-test comparisons of the TABE scores showed a 10-point gain in the total TABE score, a 14-point gain in language, and a 9-point gain in reading. No gains were found in mathematics. Also, 480 incoming 1995 freshmen and 130 spring 1997 graduating sophomores in non-occupational/transfer majors were given the BASE. Pre-test/post-test comparisons showed a 50-point gain in the composite score, 53-point gain in mathematics, 45-point gain in social studies, 41-point gain in science and 39-point gain in English.

Program Outcomes Assessment

Faculty identified the competencies necessary to succeed in their programs and tracked students within each course to determine the level of competency and number of competencies attained. This is documented and reported in NEOAMC's annual report of Carl Perkins' activities which verify these expenditures and student outcomes. All associate of applied science programs have shown significant gains in learning as evidenced by the pre-test and post-test results.

Student Satisfaction Assessment

Student satisfaction is determined by surveys given to entering students, graduates, and alumni. Results are communicated to the College Cabinet and to appropriate campus committees that are assigned to investigate and develop responses to student concerns.

The ACT Entering Student Survey (ESS) was administered to 373 freshmen enrolled in fall 1996 orientation classes. The ESS is used to track initial academic and non-academic concerns plus entering student demographic information. Areas of satisfaction included enrollment procedures, faculty, course content, advising, dorm conditions, and food quality. No major concerns were observed.

The Graduate Student Survey (GSS) was administered to 290 spring 1997 sophomore graduates. The survey is given on an individual basis and the student must finish the survey prior to receiving a graduation gown. Results from the 1997 survey revealed that satisfaction with the food service is improving; 36.5 percent of the respondents were satisfied or very satisfied with the cafeteria service. Adequate parking remains high on the list of areas needing improvement. The dissatisfaction with racial harmony remains at eight percent, the same as last year.

The ACT Alumni Survey was distributed during the 1993-94 academic year. The development office and alumni coordinator were responsible for communicating results and developing plans to respond to the issues identified. A follow-up survey was mailed with diplomas. This survey provided employment information on NEOAMC graduates.

Northern Oklahoma College

Entry-Level Assessment

The ACT Computer-Adaptive Placement Assessment (COMPASS) is used as the secondary instrument to assess and place first-time freshmen at Northern Oklahoma College (NOC). ACT and secondary placement testing are scheduled through the Learning Assistance Center. Students are allowed to retake the ACT after 60 days of the initial testing. Students may take COMPASS exams twice at no charge. The Learning Assistance Center provides scheduled and drop-in tutoring in all academic disciplines. Of the 764 students tested in 1996-97, 28 percent required remediation in English, 61 percent required remediation in mathematics, 34 percent required remediation in science, and 12 percent required remediation in reading.

The desired outcomes of the Developmental Studies program are that students complete remedial courses with a 70 percent or higher minimum competency rate, and that remedial students complete the first college-level course at approximately the same rate as students who did not need remediation. In 1996-97, 71 percent of the students were successful in remedial science, 67 percent in remedial English, 62 percent in Elementary Algebra, and 53 percent in Intermediate Algebra.

In spring 1997, the cutscore for enrollment into college-level science courses was re-evaluated. Previously a student was required to have the same mathematics test score for college-level mathematics as the college-level science class; however, not all science courses required the same level of mathematics proficiency. As a result of the reevaluation, the institutional assessment committee voted to change the mathematics cutscore to enroll in Earth Science, Biology, and Zoology.

Another entry-level assessment activity conducted at the beginning of each semester in the freshman orientation class is the Entering Student Survey (ESS). In addition to the demographic information collected, the students are asked to predict if they will need special help or tutoring in any academic disciplines. The information collected is forwarded to the Director of the Learning Assistance Center.

Reevaluation of the remedial coursework has resulted in the implementation of Academic Systems, a self-paced computerized remedial mathematics classes. The advantage of self-paced remedial mathematics is that students have the flexibility of completing two remedial classes (Elementary and Intermediate Algebra) in one semester. With a planned expansion of laboratory facilities, fewer mathematics faculty will be needed to conduct the remedial-level coursework which will allow more college-level coursework to be offered.

Mid-level Assessment

The ACT Collegiate Assessment of Academic Proficiency (CAAP) exam is the mid-level assessment instrument used to measure outcomes in reading, writing, mathematics and critical thinking. In spring 1997, 348 students were administered 437 CAAP instruments. Students are not selected on an individual basis, rather entire classes are selected for their appropriateness to the test module. For example, the mathematics module is given to

students enrolled in College Algebra, Trigonometry, and Calculus classes and the critical thinking component is given to students enrolled in Physics, Ethics, and Nursing II.

Transfer statistics from four-year colleges and universities indicated that NOC students who transfer perform well. For example, NOC students who transferred to the University of Central Oklahoma (UCO) with an average of 55 hours completed and an average GPA of 2.97 had an increase in their average GPA to 3.04 after completing an average of 38 hours at UCO.

CAAP results indicate comparable scores between NOC's students and the national norms of two-year public college sophomores. In 1997, the scores in critical thinking, writing and mathematics were all above the two-year college norms. Scores in reading were slightly below the national norm.

Efforts are continuing to increase student success. Due to the slight decline in the CAAP reading score, plans are to emphasize improvement in reading skills. The Language Arts Division encourages the reading of essays in class as well as the reading of textbook essays. Social science courses require additional readings other than textbooks. All faculty will be encouraged to increase the reading assignments in their disciplines.

Program Outcomes Assessment

NOC utilizes several measures to assess student performance at the program outcomes level. Examples of these measures include course grades and completion rates, surveys of students, graduates, alumni and employers, pre-tests/post-tests, art exhibits and theater productions, and advisory committee surveys.

Some of the findings from the 1996-97 program outcomes assessment include the following: (1) the Computer Literacy/Concepts course should facilitate faculty trained to teach students to use the latest technology; (2) more marketing, management, and accounting course offerings are needed; (3) Business Management needs to offer computer courses with the Windows Operating System that includes word processing, spreadsheets, database, and Internet access; (4) the Fine Arts Department needs to enhance theory retention and assess students with better measurements; and (5) the General Business Department needs additional management and accounting classes

Some of the instructional changes that have occurred due to program outcomes assessment include the following: (1) the Computer Concepts course has been restructured to meet the demands of the latest technology through facilitated learning; (2) Northwestern Oklahoma State University (NWOSU) began offering upper-level business courses on the NOC campus via interactive television; (3) the Business Management program offers a self-paced course in the computer lab that requires students to become proficient at using Office 97 and the Internet; (4) the Nursing program will require weekly journals during the freshman year to enhance critical thinking, has started a preceptorship during the sophomore year in obstetrics, will increase practicum/clinical time during the sophomore year, and will test freshman nursing students with psychiatric tests after the Adult I course.

Student Satisfaction Assessment

NOC uses the ACT Alumni survey as its annual alumni survey. Two years of graduates are surveyed each year with this instrument. Additionally, the ACT Student Opinion Survey (SOS) is given to all sophomores applying for graduation.

The SOS was completed by 296 graduating sophomores during the 1996-97 academic year. Comparisons with the national norm showed that NOC has surpassed the national norm in many areas. One such area was overall satisfaction with NOC. Fifty-three percent of the students stated they would definitely choose NOC again, compared to the national norm of 35 percent. An "excellent" rating was given by 53 percent of the students as their overall impression of educational quality as compared to the national norm of 28 percent. In a comparison of 1993-97 NOC results with national normative data, NOC's graduating sophomores indicated greater satisfaction in every area than did the national norm. The college received an overall general rating of 4.38 compared to the norm of 4.03, showing that the students at NOC are satisfied with the services, facilities, faculty, staff, and treatment they received.

Findings from the fall 1996 Alumni Survey showed that of the 110 alumni who responded to the question, "How well did this two year college prepare you for your continuing education?" 60 percent said that NOC had prepared them "adequately," "more than adequately," or "exceptionally well." Fifty-seven percent of the graduates responded that they would definitely choose NOC again compared to the national norm of 41 percent. Thirty-one percent indicated that the quality of NOC is better than that of other colleges, while the national norm is 28.5 percent. When asked to rate the college in general, 46 percent of the graduates stated, "very satisfied," in comparison to the national norm of 37.9 percent.

The institutional assessment committee met to discuss the possibility of implementing changes to improve the four areas on the SOS that ranked below the national norm. These areas were job placement, tutorial services, cafeteria/food service, and day care. Due to the size of NOC and the fact that the majority of its students are transfer students, the committee did not see the justification for pursuing a job placement office. The division chairs of the career programs assist their students in locating jobs. Also, a student may visit the Office of Student Services for information on available jobs.

In fall 1996, NOC opened a new Learning Assistance Center that provides tutorial services. There are no plans to change our cafeteria format at this time and a decision was made to not pursue the issue of a day care center due to liability concerns and the lack of demand.

Tulsa Community College

Entry-Level Assessment

In fall 1991, Tulsa Community College (TCC) began administering The College Board's Computerized Placement Tests (CPT) as the secondary test for entry-level assessment. For the 1996-97 academic year, TCC evaluated incoming student proficiency levels in English and mathematics.

Placement based upon ACT reading scores showed that just over two-thirds (67 percent) of the new TCC students scored high enough to be placed in college-level reading courses. Over one-half (57 percent) of the students who took the CPT reading test scored high enough to be placed in college-level reading. Of the TCC freshmen, 59 percent scored high enough on the ACT English subject test to be placed in a college-level English course. For the CPT sentence skills subject test, 66 percent of those tested scored high enough to be placed in a college-level English course. For the ACT mathematics subject test, 45 percent of the new TCC freshmen scored high enough to be placed in a college-level mathematics course. Only 19 percent of the students who took the mathematics CPT scored within a cutscore range to be placed in college-level mathematics.

The Office of Institutional Research began a series of studies to examine the efficacy of placement strategies in mathematics based upon CPT cutscores. While these data are still being analyzed, the preliminary results indicate that students who enroll in remedial mathematics courses based on their mathematics CPT scores have a college algebra grade distribution that is not significantly different than students who enter directly into college-level mathematics. The mathematics faculty and staff concluded that no cutscore changes should be made at that time, but stated that an on-going assessment of the CPT subject scores should continue to optimize placement into college-level algebra.

During the 1996-97 academic year, a committee representing various components of TCC's faculty and staff agreed to internally audit the entry-level assessment efforts. These individuals were asked to review the entry-level assessment plan, data collection methods, and communication of results. This committee recommended that the overall entry-level assessment is sufficient to meet TCC's needs. However, research efforts to examine the relationships between cutscores and subsequent student achievement should be continued.

Mid-Level Assessment

The mid-level assessment strategy at TCC is to measure student competencies developed as a result of completing general education courses. TCC uses The College Board/ETS Academic Profile test to assess student performance in general education. This test provides standardized norm-referenced and criterion-referenced scores in the academic areas of humanities, social sciences, and natural sciences, and in the skill areas of college-level reading, college-level writing, critical thinking, and mathematics, plus a total score.

A comparison design strategy was implemented for fall 1996. Students were placed into one the three groups based on the number of general education courses they had completed: (1) 0-12 credit hours, (2) 13-24 credit hours, or (3) more than 24 credit hours. After considering problems in obtaining groups of students, a sub-committee for mid-level

assessment determined that the exam could best be administered in a classroom setting. The course, Cultural Geography, was chosen to best represent the three-group design for students at TCC.

The results of this comparison suggest that as the completion of general education increases, the average total scores increase, albeit slightly. While not a perfect measurement, these results provide positive indication that TCC is achieving its mid-level assessment goal. TCC's assessment sub-committee recommends that testing occur only once each year until the results warrant additional methodological consideration. As with the entry-level section described earlier, an internal audit sub-committee was developed to examine TCC's current mid-level assessment plan. This group of faculty and staff recommended that mid-level assessment continue as planned.

Program Outcomes Assessment

The purpose of outcomes assessment is to assess what is being taught and learned at TCC. Outcomes assessment data at TCC are derived from instructor/course evaluations, graduate student surveys, employer surveys, student transfer data, and program accreditation/certification records.

Toward the end of each course, the instructor/course evaluation is collected anonymously from students during class time. This instrument asks students to evaluate critical issues concerning the instructor (i.e., preparedness, organization, presentation of information, etc.) and the course (i.e., relevancy, etc.). This tool has been particularly useful in assessing and improving instruction performed by adjunct faculty. Results from the fall and spring semesters showed that 77 percent of the students agreed or strongly agreed that the value of the courses was excellent. Over 80 percent of responding students agree or strongly agree that the knowledge, preparation, and expectation of high/reasonable student performance of the faculty are very high.

The graduate student survey results are collected annually, approximately six-months after TCC graduation ceremonies. Data collected from this instrument have provided information for program adjustment, staff development, and the development of other aids to improve instructional effectiveness. Most responding graduates reported positive perceptions of TCC in general and approximately 8 out of 10 responding graduates reported positive perceptions of TCC faculty. Approximately 90 percent of the responding graduates reported positive perceptions of classes at TCC. Most responding graduates reported positively toward TCC's academic support facilities such as the learning labs and the Learning Resource Center.

Ninety-nine Advisory Committee Members responded to the employer survey. Over 96 percent of the respondents rated TCC students' ability to work with others productively as good or excellent, 93 percent rated their quality of work as good or excellent, and 98 percent of the respondents reported that they are satisfied or very satisfied with the performance of the employed TCC graduates and students. In response to recommendations to revise this survey, the 1997-98 survey will be sent to employers based upon an informed consent format.

Student transfer data are provided annually to TCC from the area universities. The receiving institutions provide TCC with the transfer GPA data of former TCC students who have attempted 30 hours or less at the receiving institution. On average, TCC students perform at the participating regional universities at a level comparable to their performance at TCC prior to transferring. At Oklahoma State University (OSU) and the University of Oklahoma (OU), the transfer student performance was slightly higher than their previous coursework at TCC. Student transfer data indicates that TCC is preparing students for upper division coursework.

Test results from the licensure and certification exams taken by the Nursing and Allied health program graduates are widely distributed and utilized. Test results from these exams are excellent indicators on the quality and effectiveness of the health related programs. These outcome indicators provide information that could lead to equipment purchases, program adjustments, staff development and the development of other aids to improve institutional effectiveness.

Student Satisfaction Assessment

Student satisfaction information is directly utilized by many groups within TCC to improve instruction, create new programs or services, identify dysfunctional elements, and improve or adjust existing program delivery systems. The Office of Institutional Research has implemented a wide and varied strategy for assessing student satisfaction. TCC utilizes the ACT Student Opinion Survey (SOS), a graduate student survey, and course/instructor evaluations. Results of these surveys are provided to all TCC faculty and staff via electronic mail.

Results of these surveys indicated that students, in general, are satisfied with the services they receive at TCC. Ninety-one percent of the responding TCC graduates reported that, overall, they are satisfied with the instruction received, agreed that TCC meets the needs of its students, and agreed that TCC serves the educational needs of Tulsa. Eighty-seven percent reported their overall impression of TCC as "excellent" or "good" and 76 percent reported that they would choose TCC again.

Overall, results of the student satisfaction assessment procedures are positive for TCC. Areas of concern identified by students include parking, financial aid and enrollment/registration. TCC continues to purchase and/or develop parking spaces for its students. TCC is currently examining the implementation of a college-wide customer service questionnaire to meet the needs of all service areas.

Oklahoma State University Technical Branch-Oklahoma City

Entry-Level Assessment

All first-time freshmen seeking admission to Oklahoma State University Technical Branch-Oklahoma City (OSUTB-OKC) are assessed with the ACT and/or the ACT Assessment of Skills for Successful Entry and Transfer (ASSET). All students take the same writing and reading tests; however, students take one of three mathematics tests depending on their high school mathematics courses, the grades earned in those courses, and the length of time since taking a mathematics course. The mathematics exams test numeric skills, elementary algebra, and intermediate algebra. To maximize the opportunity for students to succeed, the faculty have determined that students scoring within two points of the cutscore would be in a "decision zone" category. Students in the "decision zone" are permitted to take the higher level courses if they choose, but are cautioned that they may need to devote more time to the courses.

During 1996-97, 2,006 incoming students participated in secondary testing. Of these students, 40 percent required remediation in English, 98 percent required remediation in mathematics, and 37 percent required remediation in reading. Also during 1996-97, 57 percent of the 1,255 first-time freshmen were placed in one or more remedial courses.

OSUTB-OKC analyzed the effects of the Student Success Strategies (SSS) course on student performance and retention. Results of the study showed that the SSS course, in general, results in no improvement of student academic performance, but significantly increases student retention to the subsequent semester. Further longitudinal studies are necessary to evaluate the impact of Student Success Strategies on a student's long-term educational career. In response to the study of student success and progression in the SSS course, faculty and administration decided to eliminate the two credit hour course option, emphasize basic skill acquisition (reading, writing, mathematics), add a computer skill component to the three credit hour option, and allow the course to fulfill a student's computer literacy requirement for graduation.

In fall 1996, OSUTB-OKC implemented the Academic Systems computer-mediated learning system in all but two of its introductory algebra courses in order to improve both student success and progression to college-level courses. An examination of the impact of this new system showed that, although student success remained virtually unchanged in the first semester of the system's implementation, acquisition and retention of mathematical skills may be enhanced with use of the system which promotes persistence. Although OSUTB-OKC will continue to assess the system, this assessment of computer mediation in introductory and intermediate algebra courses supports the expansion of mediated learning into additional mathematics courses and other academic areas.

In response to a study completed in 1994-95, OSUTB-OKC adopted the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS) as the institutional placement instrument. The COMPASS system was implemented in March 1997 in preparation for 1997-98 enrollment.

Mid-Level Assessment

The general education program at OSUTB-OKC utilizes the ACT Collegiate Assessment of Academic Proficiency (CAAP) to assess writing skills, critical thinking, and mathematics. During spring 1995, 396 students took at least one CAAP module. On the recommendation of the Assessment Committee, OSUTB-OKC will administer the CAAP test every three years. The next scheduled CAAP testing program is spring 1998.

In order to monitor students' basic skills in the intervening semesters of the CAAP testing program, the Division of Arts and Sciences gathers success and retention rates in all general education courses. Division retention rates are based on the number of students still enrolled in Arts and Science courses after the third week of the semester. Success rates are based on the number of students who complete a class with a grade of "C" or higher. During spring 1997, the overall retention rate of students enrolled in general education courses after the third week of class was 78 percent. The overall success rate of general education was 61 percent. Courses for which success rates are determined include biology, English, mathematics, history, and humanities. These courses represent the core general education courses at OSUTB-OKC.

In addition to success and retention rates, assessment of the Learning Resource Center (LRC) indicated that its use promoted student success. Time spent in the LRC appears to be related to student GPAs. Results showed a clear increase in GPAs the longer a student spent in the LRC. In response to the positive correlation between LRC usage and student success, the LRC has expanded its tutoring services and is encouraging all faculty to promote the LRC among students. For student convenience, the LRC will be expanding its hours of operation.

In response to poor success rates in English and mathematics courses, the Arts and Sciences faculty and administration are expanding the use of computer-mediated learning systems. The Daedelus writing software will be used in most freshman composition courses. Academic Systems interactive mathematics software will be expanded beyond introductory algebra to intermediate and college algebra, as well as basic mathematics. In response to poor success rates in biology, the Science Department has created a detailed student lab manual designed to improve success and retention.

Program Outomes Assessment

Programs at OSUTB-OKC use licensure exams, graduate surveys, employer surveys, practica, and pre-tests/post-tests to assess student performance at the outcomes level. Examples of the specific activities include: Nursing graduates must take the National Council Licensure Exam (NCLEX-RN) to be licensed to practice nursing in the state of Oklahoma. Of the December 1996 graduates, 93 percent passed the exam. Nursing graduates are mailed a graduate follow-up survey one year and again three years after graduation. The results showed that 87 percent of the respondents were employed full-time.

During each summer, a survey is sent to head nurses of the units employing the OSUTB-OKC December graduates. The purpose of the questionnaire is to assess the preparation

and effectiveness of the graduates six months after graduation. Survey questions relate directly to the educational outcomes of the nursing program as well as the three roles of provider of care, manager of care, and member within the discipline of nursing. One hundred percent of the responding head nurses agreed or strongly agreed that the OSUTB-OKC graduates demonstrate proficiency in nursing skills and an adequate knowledge base to provide safe care.

In fall 1994, the Oklahoma Council on Law Enforcement Education and Training (CLEET) granted accreditation to the Collegiate Officer Program (COP) of OSUTB-OKC's associate in applied police science degree program. This certification allows graduates to be employed directly as police officers without the usual 300-hour basic academy training requirement. Since its inception, the COP has graduated 60 students and to date all have successfully completed the certification examination.

In 1997-98, the Division of Business Technologies plans to develop student outcomes and will pilot several assessment methods. Outcomes assessment methods currently being considered include a comprehensive exit exam, internships, employer surveys, and capstone courses.

Student Satisfaction Assessment

Institutionally, OSUTB-OKC utilized three assessment instruments to measure student satisfaction: (1) a survey of students dropping courses, (2) a student opinion survey, and (3) a survey of graduating students. In addition, each academic division administers and collects the results of an instructional evaluation of each course and instructor.

Also in fall 1996, the Office of Enrollment Management administered a student opinion survey to evaluate student satisfaction with services administered by Student Affairs. Results showed that 58 percent of the students rated the one-stop shopping as excellent and over 97 percent rated it as either excellent or good. Ninety-five percent of the students rated the enrollment process as excellent or good and 76 percent rated the bookstore as excellent or good.

The graduating student surveys are administered each semester. Although primarily targeted at soliciting interest in alumni activities, the graduating student survey asks students about their overall satisfaction with OSUTB-OKC. Over 70 percent of the students said that they would recommend OSUTB-OKC to others and rated their current feeling about OSUTB-OKC as very positive or positive.

Based on the 1997-98 student satisfaction assessment, the following changes are planned: implement telephone enrollment; increase number of night, weekend and fast track courses; expand bookstore facilities and hours; and eliminate fee for dropping courses.

Oklahoma State University Technical Branch-Okmulgee

Entry-Level Assessment

Transcript evaluation and scores on academic and technical pre-tests are used for entry-level course placement at Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM). Students enrolling under Adult Admission are evaluated by the following: personal assessments of educational preparation, special job or work experience, special licensing and any available educational documents.

Scores on either the ACT national or residual tests are used first to determine basic academic proficiency. The ACT cutscore is 19 on each of the respective subject tests: reading, science reasoning, English, and mathematics. The College Board's Accuplacer Computerized Placement Test (CPT) is used as secondary assessment in reading comprehension, sentence skills, arithmetic, elementary algebra and college-level mathematics. If a student's ACT subject scores are below 19 in English and mathematics, the student is given the appropriate CPT as a second opportunity to satisfy the deficiency. Members of the Institutional Assessment & Research team in the Multiplex, an area dedicated to career, academic and personnel profiling, administer entry-level assessment instruments. In some instances, assessment is taken off-campus to specific recruiting sites for business and industry.

In 1996-97, the residual ACT was administered to 399 students and 1,676 CPT pre-tests, each with a minimum of three subject tests, were administered. Of the 737 fall 1996 freshmen, 27 percent enrolled in at least one remedial mathematics course. Students whose scores fell below the cutscore are encouraged to retest only after taking measures to improve performance by (1) utilizing OSUTB-OKM's Student Learning Center (SLC) where software and faculty are available to assist students in learning basic general education subjects; (2) seeking assistance from the Peer Tutor Program in the Learning Resource Center; or (3) through self-directed review and study.

Students who scored low on entry-level placement are placed in an individually paced classroom setting while students who scored higher but still deficient, are placed in an asynchronous learning environment. These placement decisions have proven effective. Remedial course enrollees retest on the appropriate CPT pre-test and when they reached or exceed the cutscore, they passed the class.

Students enrolling in technical programs are given the appropriate locally developed technical pre-test. In 1996-97, 809 students took these tests. With the exception of the three Office Information Systems (OIS) programs, program faculty developed the pre-tests. Some of these pre-tests provide students the opportunity to qualify for advanced standing credit. Students enrolling in OIS programs are administered the Biddle & Associates, Inc.'s Office Proficiency Assessment & Certification (OPAC).

The NSF-ATE funded Distinctive Manufacturing Technology program is the first program of study to implement entry requirements. This program utilizes academic and career profiling to select students and group them as teams for program projects. To date, the retention rate is 100 percent.

A committee was established to develop general education competency expectations for students beginning college courses. The committee is expected to raise the requirements for the CPT pre-tests with cutscore increases in both Reading Comprehension and Arithmetic. The curriculum in the basic technology course, Information Processing, is being divided into modules so that incoming students can enroll in only the modules they need to take.

Mid-Level Assessment

OSUTB-OKM offers the Associate in Applied Science Degree; therefore, mid-level assessment is completed near graduation along with other outcomes assessment. Mid-level assessment is accomplished by administering the CPT post-tests. The post-tests measure competency in the basic general education areas of communications and mathematics.

Mid-level assessment is accomplished in the semester of graduation. An average post-test raw score was determined from a cohort of 352 graduates and compared to the academic year's new student pre-test averages. Also, a study was conducted that matched the individual graduate's post-test for each of the five subject tests with the corresponding pre-test, with 230 matches. A detailed study was done on both gain from entry to exit and competency at graduation for the matched pre-tests and post-tests in the five subject areas. Student participation in the general education competency assessment was voluntary but encouraged by the faculty. A capstone course is planned for each program. A post-test to measure general education competencies will be a course requirement.

The data produced by the general education competency assessment were deemed invalid. The overall results indicate that without a system to ensure impact upon the student, indifference will render the post-test scores invalid. The assessment of general education competencies at graduation will occur in capstone courses which are presently being planned. General education standards for all graduates are presently being developed. The technical department faculty members are expected to take an expanded role in this effort.

Program Outcomes Assessment

OSUTB-OKM uses several measures to assess student performance at the program outcomes level. Programs use gains and competencies in general education and technical subjects, job placement in related fields of study, continuing education, and alumni and employer surveys.

Several instructional changes are planned in the programs based on the results of the program outcomes assessment. Business and industry employers are expanding their partnership roles with OSUTB-OKM to include recruiting and sponsoring prospective students through scholarships and paid internships. The future promises to bring an increase in business and industry participation in the overall preparation of students.

The Medical Secretarial Technology program is exploring recommendations from employers to develop two options to complement the core curriculum: Medical Transcription and Medical Records.

Due to new students' requests, faculty members are developing a remedial course focusing on computer hardware, software, and terminology basics that would be taught to students prior to enrollment in college-level computer courses.

OSUTB-OKM has established an outstanding web site that shows offerings and enrollment information for recruitment. Graduates may put their portfolios on the web site for prospective employers to access.

Student Satisfaction Assessment

Students and graduates are surveyed with a series of instruments. All new students at OSUTB-OKM are given the New Student Survey that measures student satisfaction. During the 1996-97 academic year, 730 new students were assessed with this instrument. Students were most satisfied with classroom instruction, lab/classroom facilities/equipment, and the bakery. The Student Union cafeteria and residential life received the lowest ratings.

All students who withdraw from OSUTB-OKM receive the Non-Persisting Student Survey. This survey measures student satisfaction with the institution and advisory services. During the 1996-97 academic year, 302 students were assessed using this survey. More than 96 percent of the non-persisters felt their time at OSUTB-OKM was helpful, and 64 percent of the students who withdrew from the institution expressed the desire to re-enroll.

The Persisting Student Survey is given to all OSUTB-OKM graduates in the semester prior to their graduation. During the 1996-97 academic year, 345 graduating students responded to this survey. Persisting students were most satisfied with classroom instruction, the bakery and cashiers' services. These students were least satisfied with residential life, the community of Okmulgee, and the Student Union cafeteria.

OSUTB-OKM alumni are given the Alumni Survey one year after graduation. This survey measures alumni's job satisfaction and satisfaction with employment preparation. Ninety percent of responders of the the 373 alumni who were surveyed during the 1996-97 academic year reported that OSUTB-OKM prepared them for employment in their program of study.

A plan is underway to escalate recruitment efforts among appropriate non-persisters because of the high percentage that report a desire to re-enroll. Since the majority of these students report financial problems and homesickness as the reasons for leaving, a special mentoring program may provide the resources they need to handle financial matters and connect with others at the institution.

Residential Life ranked lowest on the student satisfaction scale. The Committee for Student Success has worked cooperatively with Residential Life to sponsor a Residence Hall Move-In Day. Faculty spent the day helping families move students' belongings into their residence hall rooms.

To maintain high student satisfaction ratings for classroom instruction, curriculum, and faculty advisement, the departments continue to update equipment and curriculum. In many cases the departments partner with business and industry to update equipment and for curriculum direction. Asynchronous delivery, work and family-responsive course scheduling are being implemented. Focus surveys will provide specific ideas for improvement of student satisfaction, especially for the services that received the lowest ratings.

Western Oklahoma State College

Entry-Level Assessment

Entry-level placement at Western Oklahoma State College (WOSC) is based on the ACT, the Nelson-Denny Reading Test, and/or locally developed admission tests. Competency in reading can be demonstrated by scoring at the twelfth grade or higher on the Nelson-Denny Reading Test. The locally developed admission tests that are utilized are the Descriptive Test of Language Skills, English Usage; and the Descriptive Test of Mathematics Usage, Elementary Algebra. Students may retest once with an alternate form of the test. Students may retest after 60 days for the residual ACT and anytime for the national ACT.

Based on secondary testing of the fall 1996 freshmen with ACT subject scores below 19, 55 percent placed into college-level English, 22 percent placed into college-level mathematics, 18 percent placed into college-level science, and 25 percent placed into college-level reading. In all of 1996-97, 34 percent of the students who took the Nelson-Denny scored below the twelfth grade cutscore and required remediation. For English course placement, 13 percent of the students who took the secondary test required remediation. For mathematics, 74 percent of the students who took the secondary test required remediation.

The mean ACT subject scores for the 1996-97 entering students at WOSC were below both the state and national mean scores. The lowest mean score for WOSC students was 17.8 for mathematics followed by 18.3 for English, 19.2 for reading, and 19.5 for science reasoning.

Student progress is tracked by comparing course grades of students scoring at different levels on the college admission tests. In addition to the admission tests, the ACT COMPASS tests in reading, English, and mathematics will be piloted in spring 1998.

A Developmental Education Committee was convened this year to examine the overall practices of the Remedial Education Department. As a result of the committee's work, WOSC will discontinue the use of the Invest integrated learning system because student success rates were poor. The remedial education program has a dedicated computer lab in which remedial reading is taught using the Weaver Reading Efficiency System. Instruction is delivered primarily via computer with supplemental assignments made as necessary for individual students. Fundamentals of English uses the Weaver English Language Skills program to supplement classroom instruction.

Beginning and Intermediate Algebra use Summit: An Interactive Algebra Journey to supplement classroom instruction. As a result of low scores in both Beginning Algebra and Intermediate Algebra, a basic mathematics course was added. Also available are tutorials that accompany each of the mathematics textbooks. During the spring 1997 semester, free tutoring was available to students on a limited basis in mathematics. Students are responding positively to the services and subsequently, funding was provided to double the hours of tutoring available for the next academic year. Plans for the next academic year include expanding the service to other content areas and designing more sophisticated methods for operating the tutoring services. Supplemental tutoring services have been

added, primarily for mathematics. Additionally, WOSC will be offering a mentoring program for students who enter with one or more academic deficiencies.

Mid-Level Assessment

The exit examinations mirror the admission tests with the addition of the critical reasoning test. The exit examinations are the Nelson-Denny Reading Test; Descriptive Test of Language Skills, English Usage; Descriptive Test of Mathematics Usage, Elementary Algebra; and Descriptive Test of Language Skills in Critical Reasoning. The resulting mean exit scores are compared to the mean admission scores of students tested. Changes in scores are attributed to the students' learning experiences while at WOSC. The greatest gains were in mathematics; however, 53 percent of the graduates scored below the cutscore for students to enroll in college-level mathematics. This is due partially to the fact that not all academic program curricula include a mathematics requirement, so many graduates do not remediate mathematics deficiencies nor take a college-level mathematics course.

In 1996-97, students participated in mid-level assessment at exit test clinics that were offered at varying times to accommodate student schedules. In each clinic, students were assessed in reading, English, algebra, and critical reasoning. All graduating students are required to participate in an exit test clinic and to complete the College Outcomes Survey, a college perception inventory. To improve motivation to participate meaningfully in exit tests, time is spent at the beginning of each clinic conveying the reasons for exit assessment.

WOSC receives information regarding its students who transfer to East Central University, Oklahoma State University, Oklahoma University, and University of Central Oklahoma. Many of the students are with the military which makes tracking nearly impossible.

Program Outcomes Assessment

Degree programs at WOSC use a variety of measures to assess program outcomes: graduation rates, graduate GPAs, course completion and success rates, transfer student performance reports, employer satisfaction, alumni surveys, student performance in practica and internships, portfolios, licensure/certification pass rates, and program accreditation. Instructional changes occur as a result of the program outcomes assessment. Assessment practices are modified to develop and use new assessment data, to complete program assessment plans, and to complete annual program assessment instruments for part of the academic assessment, evaluation, and planning cycle. Results will be used to eliminate programs, modify existing programs to conform to employer and transfer student needs, and to develop additional programs options.

Student Satisfaction Assessment

WOSC systematically administers five student satisfaction inventories annually: the ACT Entering Student Survey (ESS); the ACT Continuing Student Opinion Survey (CSS); the ACT College Outcomes Survey (COS); the ACT Alumni Survey for Two-Year Colleges; and the ACT Withdrawing/Nonreturning Student Survey. Other evaluations are performed by measuring facility usage and collecting suggestion box comments.

The ESS is administered annually in the fall semester to students who have less than 24 credit hours. In fall 1996, 148 beginning students in both day and evening general education classes were surveyed. To assess continuing student perceptions, 101 students with more than 24 college credit hours were asked to complete the CSS. Assessment personnel administer both the ESS and CSS during class time in varied courses and scheduling periods to insure adequate representation of the student body. Overall, students and faculty are receptive to this practice. Upon making application for graduation, students are required to complete the COS. Students complete the survey at their convenience and return the completed surveys prior to graduation. The alumni survey is mailed to WOSC graduates with a return self-addressed stamp envelope. In 1996-97, all graduates within the last two and four years were surveyed. Sixty-one graduates responded to the survey.

Results from the ESS show that over three-fourths of the students said that they were continuing their education to "meet the educational requirement for my chosen occupation" (86 percent), "to qualify for a high-level occupation" (78 percent), and to "become a better-educated person" (74 percent). When asked what areas the student needs special help during their postsecondary education, 75 percent of the students indicated needing special help with mathematics skills, 65 percent need help to improve their test-taking skills, and 62 percent need help to develop better study skills and habits.

Results from the CSS showed that of those services utilized by the majority of the students at WOSC, computer services had the highest percent of students who were very satisfied or satisfied with the service (91 percent), followed by financial aid services (84 percent), and parking facilities and services, and library/learning resources facilities and services (83 percent for both).

Results from the COS showed that the highest average satisfaction ratings received were faculty respect for students, class size, and the college in general. The lowest satisfaction ratings were given to practical work experiences offered in areas related to a major and job placement services.

Results from the withdrawing student survey show that the main reason for leaving WOSC was health-related problems and geographic relocation. Results from the alumni survey were very similar to the results from the CSS. Of the services that were utilized by the majority of the alumni, 82 percent of the alumni rated parking facilities and services as excellent or good followed by 79 percent for library/learning resource center and 66 percent for financial aid services.

In response to the results of these surveys, WOSC increased the options for mathematics placement by adding a new course, Basic Mathematics Concepts; purchased a new computer software program addressing mathematics deficiencies; and increased the tutoring offered for mathematics. WOSC also implemented a Student Success Seminar. This seminar is a semester-long course that addresses the students' requested assistance in test-taking skills, in developing better study skills and habits, and in career/major choice in selecting a major and future occupation. WOSC addressed the need for health

science occupational choices by requesting programs in Physical Therapy Assistant, Radiology Technology, and Emergency Medical Technology. These programs have been approved and are being implemented in fall 1998. Additionally, WOSC has been approved for and is developing a Correctional Officer Academy which will serve the entire southwest region of Oklahoma.

Redlands Community College

Entry-Level Assessment

The first component of the assessment program at Redlands Community College (RCC) is entry-level assessment. This allows RCC to analyze the academic strengths and weaknesses of students and to place them in the appropriate courses that will maximize their chances for success. During this stage of assessment, student goals and interests also are carefully identified, analyzed, and taken into consideration when courses and programs of study are recommended. Entry-level assessment is especially important in helping the college meet its mission in regard to remedial education, transfer programs, two-year technical programs, and certificate programs.

Through the use of high school transcripts, ACT results, and the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), RCC assesses and places first-time freshmen. The college tests all students who lack ACT scores, who scored below 19 on the ACT subject tests, and who have high school curricular deficiencies. During fall 1996, 82 percent of the first-time entering freshmen had an ACT score of less than 19 on at least one subject area. Secondary testing showed that 80 percent of these students needed remediation in one or more subject area. Forty-nine percent of the students who were assessed required remediation in reading, 35 percent required remediation in English, and 89 percent required remediation in mathematics.

In addition, the ACT Collegiate Assessment of Academic Proficiency (CAAP) critical thinking module is administrated to 100 first-time freshmen as a pre-test for mid-level assessment. RCC purchased the ACT Computer-Adaptive Placement Assessment (COMPASS) for entry-level assessment and placement. This instrument was used in a pilot program and will be used more extensively in the 1997-98 academic year.

RCC recommends to students who need a remedial course, that they take a study skills course in conjunction with the remedial course. The college also offers peer tutoring for all students. A pilot study is currently being designed for spring 1998, whereby students in remedial mathematics courses will be required to attend tutorial laboratory sessions if poor performance on course examinations deems appropriate.

The Mathematics Department continues to revise and monitor the remedial sequence based on departmental faculty and the Developmental Ad Hoc Committee's recommendations. In summer 1997, a program was piloted to determine whether highly motivated remedial students could proceed through the sequence of remedial courses in one eight-week summer session. Results are currently being analyzed to determine the effectiveness of this sequencing. The Mathematics Department implemented the use of graphing calculators in remedial and college-level mathematics courses during the 1996-97 academic year. The only course not requiring a graphing calculator was the lowest level remedial course, Basic Math. This implementation resulted in a change in teaching methods, student assessment, and course outcomes. Pilot studies are currently under way to examine the effects of the required tutorial laboratory sessions for remedial students and the testing of all remedial students in the Academic Assistance and Assessment

Center. The department utilizes common finals for all of its courses and implements revisions to the curriculum, including outcomes assessment, based on these results.

Mid-Level Assessment

RCC uses the CAAP to assess general education outcomes. Each spring RCC administers the writing skills, reading skills, and critical thinking skills modules of the CAAP to 100 graduating sophomores. Results from the spring 1997 test administration showed that RCC students scored higher than the national mean in writing and reading, but below the national mean in critical thinking. Comparisons to pre-test mean score showed that the spring 1997 graduating sophomores had a higher critical thinking score than the fall 1996 first-time freshmen.

In order to monitor student performance after remedial mathematics courses, the mathematics faculty and administration are currently examining the possibility of requiring common midterm examinations as a means of determining whether students are being appropriately placed and mid-level outcomes achieved.

Program Outcomes Assessment

RCC faculty uses various program assessment instruments including faculty-developed tests, portfolios, license exam results, and transfer student success at four-year institutions. Some outcomes measures require financial resources and are being implemented as institutional funds become available.

Spring 1997 license exam results for the Nursing Program showed that 92 percent of the first-time test takers passed the state license exam. For the Emergency Medical Technology Program, 94 percent of the test takers passed.

The Business Administration program implemented the use of course project portfolios in the areas of management and office administration and technology. The process for providing instructions for the portfolios, evaluating the portfolios, and recommending curriculum improvements has been implemented effectively. Ongoing computerized assessment for office administration and technology will be implemented for all graduating sophomores during spring 1998. For most accounting and economics courses, a pre-test/post-test model is used to measure student growth. Students in all courses made significant gains in their post-test scores.

Reports showed that the agriculture program students transferred successfully to four-year institutions. There is a greater demand for horsemen from the equine program than students to fill the positions. All non-transfer students have been able to find employment in a related occupation.

Approximately 55 percent of the students attending RCC enter the institution indicating that they plan to complete an associate degree and 44 percent indicate that they plan to transfer to a four-year institution. RCC uses information provided by four-year institutions to assess the success of transfer students. Comparisons of GPAs and reviews of individual student performance in specific classes assist in assessing effectiveness of the

academic programs. If curricular changes are required, the changes are implemented where feasible.

During the 1996-97 year, the English department reevaluated the requirements for English majors and is investigating the possibility of administering a comprehensive exam.

The Health, Physical Education, and Recreation Department continues to use comprehensive exams in many of its courses to assess the effectiveness of students in the program.

Student Satisfaction Assessment

The ACT Student Opinion Survey (SOS) for two-year college students is administered to all graduating sophomores. The results showed that ability to work and attend college, cost of attendance, good chances for personal success, and class size are the major reasons students select RCC.

Analysis of student responses showed that scheduling and course variety will be given special review. The information from the SOS is also used by Student Services to evaluate their services, to modify existing services, and to develop new services. The Academic Assistance and Assessment Center has increased the number of computers and variety of software programs available for tutorial services. The faculty has been arranged to better accommodate small group tutoring sessions. Tutorial and assistance services are coordinated among the federally funded programs for at-risk students and the institutionally funded programs.

Carl Albert State College

Entry-Level Assessment

The Accuplacer Computerized Placement Test (CPT) is utilized at Carl Albert State College (CASC) as the secondary placement assessment for sentence structure, mathematics, and reading. For science, a combination of the scores from the mathematics and reading CPTs is used. Students choose to take the Nelson-Denny Reading Test or faculty-written tests in English, mathematics, or science as alternatives to the computerized tests. Students can retest as often as they wish.

Of the students who participated in secondary placement assessment, 72 percent of the students who took the reading CPT tested into college-level reading, 57 percent of the students who took the English CPT tested into college-level English, and only 17 percent of the students who took the mathematics CPT tested into college-level mathematics. Throughout the academic year, CPT testing was offered for no charge in the CASC Learning Resource Center. Students can retest as often as they wish. All high school transcripts of entering freshmen are evaluated by the Admissions Office. Students with curricular deficiencies are given the options to remove the deficiencies by enrolling in the corresponding remedial courses or retesting with the ACT.

First-time entering freshmen are also required to enroll in Freshman Orientation 1111 where they must complete the critical thinking module of the ACT Collegiate Assessment of Academic Proficiency (CAAP). This module serves as a pre-test for mid-level assessment of the CAAP which is administered to students after they complete 45 credit hours. The Learning and Study Skills Inventory (LASSI) and the Career Occupations Preference System (COPS) were given to the freshmen who elected to participate in the Career Choices Seminars. Results of the LAASI and the COPS are available to the students and their advisors.

The Admissions Office tracked the students who successfully completed remedial courses with a grade of "C" or higher, enrolled in the next sequence, and then successfully completed the next sequence. Results showed that of the students who enrolled in remedial English courses during the summer and fall 1996 semesters, 48 percent successfully completed both the remedial course and the subsequent English course in the sequence. Data for students who enrolled in remedial mathematics courses showed that 42 percent successfully completed the next mathematics sequence. Twenty-seven percent of the students enrolled in the remedial science course successfully completed a subsequent college-level science course.

During the 1996-97 academic year, approximately 1,700 hours of peer and lab tutoring were provided by CASC to its students. Approximately 70 percent of those hours were in remedial areas. Other supplementary instructional options were computer-assisted instruction and guided group study.

Recommendations for change include improving tutor training by adding teaching methods to the tutor training workshop; working with instructors to accommodate students with special needs; improving problem-solving/critical thinking skills by offering short courses

and student competitions; and completely self-paced, independent study course options for all remedial classes.

A review of remedial student success at CASC showed that both traditional and non-traditional students are more successful when they participate in tutoring. Data also showed that freshmen need additional exposure to critical thinking experiences and an emphasis on thinking skills in general.

Mid-level Assessment

During fall 1996, CASC administered the CAAP critical thinking module to 341 first-time-entering freshmen who had enrolled in Freshman Orientation 1111. This cohort provided pre-test data that were compared to the results of the critical thinking module that was administered to students during spring 1997. The Office of Admissions identified 253 students as candidates for the spring 1997 CAAP administration. All candidates were notified by letter of the testing date, times, and location. Seventy percent of the eligible students participated in the testing session.

Results from the CAAP showed that there was an increase in mean scaled scores from the freshman year, and that CASC students scored slightly below the national norm in writing skills (-0.4), mathematics (-0.8), reading (-0.5), critical thinking (-0.9), and science reasoning (-1.5).

The Assessment Committee recommended that CASC continue to use the CAAP as its mid-level assessment tool of the general education curriculum and to link the CAAP results to the ACT and CPT. The Committee determined that students may require additional motivation to do as well as possible on the different CAAP modules. On only one module did more than 50 percent of the students indicate that they had tried their best. The Committee recommended that the Director of Assessment explore additional ways of promoting the testing to students. It was also recommended that for efficiency the test administration coordination be moved to the Office of Academic Affairs.

Programs Outcomes Assessment

For the past three years, CASC has been refining the program outcomes to be more consistent with the academic mission and goals. Program outcomes assessment has improved both the general education and majors curriculum, improved teaching, strengthened student recruitment and retention, increased cost-effectiveness, provided a context for planning, and met accreditation requirements at all levels.

Post-transfer GPA data of CASC students were provided by Northeastern State University, the University of Central Oklahoma, Oklahoma State University, the University of Oklahoma, and East Central University. Traditionally, students transferring from junior colleges experience at least a temporary "slump" in their GPAs; however, CASC students, overall, compared very well to all other students attending Oklahoma colleges and universities. From available information, it can also be concluded that students transferring from CASC who have completed an associate degree program have higher performance levels than those students who transfer before completing either an A.A. or A.S. degree.

Data obtained from program outcomes assessment were reviewed by the faculty within respective departments and divisions. CASC utilized the National Council Licensure Exam for Registered Nurses, the Physical Therapist Assistant Licensing Exam, the Oklahoma Peace Officer Certification Exam, and the CAAP as measures of the program outcomes. The Mathematics/Science Division will establish study halls with full-time instructors serving as tutors. The Physical Therapist Assistant Department will develop an introductory course for prospective students to cover all phases of the profession, thereby allowing students to make decisions before entering the programs. The Freshman Composition I course content will be reorganized with more emphasis on written and oral grammar, sentence structure, and organization. The Electronics Department will investigate the feasibility of replacing the present electronics program with a semi-conductor/manufacturing program.

Student Satisfaction Assessment

CASC administers the ACT Student Opinion Survey (SOS) every 18 months. In fall 1996, the SOS was given to all students present on the day of testing. Students ranked the following as the five most important reasons for attending CASC: convenient location, low cost, availability of scholarship or financial aid, and the offered courses. Seventy-five percent of the respondents indicated that they received some form of financial aid or scholarship. Over 77 percent responded that they either would definitely or probably choose CASC again. Students indicated that they were most satisfied with personal counseling services, student health services, computer services, library/learning resources center facilities and services, and the college-sponsored tutorial services. Students were least satisfied with the cultural programs and activities, financial aid services, college orientation program, cafeteria/food services, and the parking facilities and services. However, it should be noted that the area of least satisfaction (parking) was quite high receiving a 3.51 on a 5-point scale.

As the result of earlier alumni student surveys, a CASC Alumni Association has been formed. The activities of the organization are a direct response to former students' needs and desires. The association has elicited strong positive responses from many alumni. The alumni organization members will have significant opportunities for input and comment about their CASC experiences.

Annually, CASC evaluates faculty performance using four locally developed instruments: the Evaluation of Academic Advising, the Student Appraisal of Teaching, the Faculty Self-Appraisal, and the Supervisor Appraisal. Individual faculty/professional staff and immediate supervisors examine the survey results. These results are used as recommendations for improvement of performance.

Seminole State College

Entry-Level Assessment

Several standardized assessment tests are used for secondary assessment course placement at Seminole State College (SSC): the ACT Computer-Adaptive Placement Assessment (COMPASS), the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), and the Toledo Chemistry Exam. SSC had been using a combination of COMPASS reading and mathematics cutscores for placement in science, but is now piloting a change in entry-level assessment of academic preparedness for college science courses. For fall 1997, students will take the Test of Integrated Process Skills (TIPS II). In addition, due to concern for students' skills in problem solving and the science faculty's concern about prior knowledge of science, SSC is pilot testing basic science content-based questions. SSC's primary testing instruments are the COMPASS assessment tests in mathematics, reading and writing. When another academic preparedness indicator is needed, students may re-test with the COMPASS or take appropriate ASSET tests in mathematics, reading, and writing.

Based on the secondary testing in 1996-97, 45 percent of the 435 students tested in English required remediation, 41 percent of the 437 students tested in reading required remediation, and 100 percent of the 574 students tested in mathematics required remediation. Historically, 72 percent of the students who complete a remedial course have earned a grade of "C" or higher in the college-level course. During 1996-97, 63 percent of all students in remedial courses earned a grade of "C" or higher including 68 percent of the student in remedial mathematics and 44 percent of the student in remedial reading.

ACT testing preparation support materials are available for students in the Testing Center. COMPASS content information and practice questions are available on request. The Testing Center also has COMPASS computerized practice tests with tutorials available. On request, the Director of Testing also can assign a tutor to students. On approval of an academic counselor, students who score below the cutscore for college-level course placement on the COMPASS may take the ASSET as a third testing option. Remedial mathematics students at SSC may enroll in combination basic mathematics/elementary algebra and elementary algebra/intermediate algebra courses. Students also are offered a credit course to improve learning skills and explore other factors that contribute to academic and personal success.

During the 1996-97 academic year, in partnership with ACT, SSC piloted a validation study of COMPASS remedial mathematics placement scores. All SSC remedial mathematics classes participated in the study which compared end of course success (earning a grade of "C" or higher) and COMPASS cutscores. Research findings resulted in adjustments to the initial mathematics placement cutscores; however, the validity between assessment with course grade and COMPASS cutscores was inconsistent. During the 1997-98 academic year, SSC will conduct diagnostic evaluations in a pre-test/post-test format. Discussion and evaluation are ongoing.

During the 1996-97 academic year, SSC offered a student development course for the first time. The course offers students an opportunity to improve learning skills and explore

other factors that contribute to academic and personal success. Additionally, discussion and planning are underway to expand and improve the college orientation program. SSC continues to explore and implement the use of computers into the college's curriculum. Furthermore, SSC is considering allocating additional funds for tutoring in divisional academic support labs and increasing the number of hours the labs are open.

Mid-Level Assessment

SSC continues to struggle with the challenges of developing a meaningful and useful mid-level assessment program. Many two-year students do not intend to complete an associate degree and other students enter and exit college many times before earning an associate degree or accomplishing other self-selected goals. Therefore, SSC assesses students at the mid-level by studying and refining the institution's course-embedded assessment process. Other useful mid-level SSC assessment tools are graduate and current student opinion surveys, employer surveys, non-returning student surveys, withdrawal questionnaires, retention data, and data from Oklahoma transfer student reports.

SSC has identified eight basic general education goals for students earning an associate degree. Data reflecting grades contribute to a better understanding of success at SSC. During the 1996-97 academic year, student success in general education courses showed that 66 percent of the students enrolled in five selected general education courses earned a grade of "C" or higher. Data regarding transfer students indicated that SSC students who transfer to State System institutions achieve as well as, or better than native students after an adjustment period of one or two semesters.

Data from the 1996-97 graduate and current student surveys indicated that students valued their educational experiences at SSC and rate the college with high marks. The employer surveys indicated that SSC graduates are well prepared for the work place, and employers are satisfied with the education and training their employees received at SSC. The 1996-97 withdrawal survey and the fall 1997 non-matriculating and non-returning student surveys indicated that the reasons students withdraw from SSC, did not matriculate, and did not return were strongly related to changes in economic, employment, and personal issues. With few exceptions, surveyed students were currently enrolled at another post-secondary institution or plan to return or enter college or a vocational program when economic or personal issues are more stable. Most of the surveyed students plan to enter or return to SSC.

Program Outcomes Assessment

Based on information from course-embedded assessment, advisory boards, and students, the Business Division faculty has developed capstone courses for accounting and computer science, expanded access to computer labs, purchased new software packages, and developed more cooperative agreements with area vocational schools. Research and discussion is on-going to better understand and forecast immediate and future personnel needs of the businesses and industries that employee SSC graduates. Further, the division chair and faculty are working more closely with Oklahoma four-year colleges and universities to insure better articulation of courses for SSC graduates who pursue bachelor degrees in business and computer science.

The Medical Laboratory Technology (MLT) Program director and faculty have recently purchased new computer software based on feedback from local assessment measures and national tests. Based on an analysis of test results and feedback from faculty, students and employers, SSC nursing students excel in demonstrating knowledge and skills. Data analysis suggested that in relation to other skill and knowledge areas, SSC nursing students will profit from a better understanding of nutrition. Therefore, the Nursing Department will require nursing students to take a three-hour nutrition course. Data also suggested, that relative to other areas, SSC nursing students need better skills and a better understanding of natal and childhood development. The nursing faculty is working with SSC faculty who teach human development classes to better convey the natal and childhood development knowledge base that nursing students need.

Student Satisfaction Assessment

An opinion survey of recent graduates is conducted each fall semester. The response rate of 39 percent for the 1995-96 graduates was significantly lower than previous response rates of approximately 50 percent. The 1995-96 SSC graduates who participated in the survey indicated high degrees of satisfaction with their college experiences. The three areas with the highest student satisfaction ratings were the conditions of the buildings and grounds (98 percent), attitude of faculty (97 percent), and quality of instruction in the major (96 percent). The two areas with the lowest satisfaction ratings were preparation received for future job or occupation (85 percent) and attitude of non-teaching staff (86 percent).

A student opinion survey is conducted every other year and was distributed during fall 1996 to students enrolled in selected day and evening courses. More than 90 percent of the students who completed the 1996-97 student opinion survey considered their overall experiences at SSC as positive. Day students were more satisfied with their overall experience at SSC than night students. Both day and night students were most satisfied with class size, college rules, and catalog/publications. Availability of courses and parking facilities was identified by the largest number of students as areas of dissatisfaction.

In response to the perception that the attitudes of non-teaching personnel can improve, SSC recently offered several service centered-student centered workshops and hired several additional staff members to help alleviate stress and workloads.

In response to concerns for improving student advising and the quality of other support services, the SSC has re-assigned one professional staff member to work with advisement and develop a new SSC Orientation Program. Further, the college has worked with area four-year universities to develop and offer students a Transfer Center Program.

In response to concerns for the quality of library materials and services, the college is working to establish four computer stations with Internet access. The library continues to expand holdings and provide and receive support from other libraries.

Rose State College

Entry-Level Assessment

Rose State College's (Rose) methodology for assessment and placement incorporated use of the ACT as the primary assessment and placement instrument and College Board's Computer Placement Test (CPT) as the secondary instrument for the 1996-97 academic year. During the year, Rose made two major changes in entry-level assessment by (1) formally adopting ACT cutscores related to student reading, writing, and mathematics and (2) changing from the CPT to the ACT Computer-Adaptive Placement Assessment (COMPASS) for use in secondary testing and placement.

In 1996-97, 47 percent of new students had ACT English scores below 19, 27 percent had low mathematics scores, and 85 percent had low reading scores. Based on the CPTs administered to students in 1996-97, 40 percent needed remediation in English, 98 percent needed remediation in mathematics, and 35 percent needed remediation in reading. Of the students who enrolled in fall 1996 remedial courses, 66 percent passed remedial English, 53 percent passed remedial mathematics, 69 percent passed remedial reading, and 63 percent passed remedial science.

Rose provides free tutoring and other academic support services for subjects in which a student is enrolled. Other academic support services include career planning workshops, steps for success workshops, study skills workshops, academic contracts, disabled student services, and campus assistance programs. Students may also access the mathematics lab for preparation on the mathematics portion of the assessment and later for coursework preparation. Enrollment Workshops were developed for first-time students to help them understand the educational process, programs, and the relationship between student academic success and academic abilities and goals.

Studies of student placement and success in remediation courses were continued from earlier initiatives. Of the fall 1994, 1995, and 1996 students who began in the remedial arithmetic skills course, 32 to 37 percent returned in the spring to enroll in pre-algebra. Of the fall semester students who began in the remedial basic communications course, 41 to 48 percent returned the next semester to enroll in either another remedial English course or a college-level English course. Of the students who took remedial reading, 50 to 69 percent enrolled in college-level reading the next semester. Analysis of student success in remedial courses indicated that the overall proportion of students passing remedial classes increased. Examination of the results identified the importance of enrollment in the next course in the sequence during the next semester. Questions were also raised about teaching/instruction methodologies that more reliably engage students in learning and promote acceptable levels of achievement.

The COMPASS was investigated and adopted due to faculty concern about the number of students being placed into MATH 0103, Arithmetic Skills, instead of MATH 0123, Pre-Algebra. In addition to the assessment scores, counselors were given authority to use transcripts and interview data to place students. Diagnostic information contained in the mathematics portion of the COMPASS test provided academic counselors more specific information needed to advise students on remediation. The adoption of COMPASS and

evaluation of the required mathematics skills have increased the accuracy of placement. Since adopting the COMPASS, student assessment scores can be transferred from one metro area college to another. Official score reports are submitted for placement purposes by students to the admissions and records office.

Mid-Level Assessment

Each fall semester, students with 45 credit hours and their general education requirements completed are assessed and the results are compared to the general student population and graduates using the student characteristics profiles. For the 1996-97 academic year, 570 mid-level students were identified.

The Assessment and Institutional Effectiveness Campus Committee (AIECC) studied the results of these comparisons, compared Rose's General Education Policy to the State Regents' general education policy, and compared Rose's general education requirements to the general education requirements of other community colleges, regional universities, and comprehensive universities in the state. The AIECC is considering the addition of a computer competency requirement.

The AIECC also surveyed by course the use of general education competencies in reading, writing, mathematics, and critical thinking. This survey provided information on whether the faculty taught or reinforced certain general education competencies. The purpose of the survey was to (1) provide the faculty teaching reading, writing, mathematics, and critical thinking with a list of courses and instructors who are actively involved in reinforcing the general education skills, and (2) encourage an across-the-campus awareness of reading, writing, mathematics, and critical thinking.

Student characteristics have remained fairly stable from semester to semester. However, since 1993, the number of male students has been declining and the number of females has been rising, especially at mid-level. Students declaring transfer majors are higher proportionately in the mid-level cohort than in the general student population. Comparisons of student performance in courses taken at Rose showed that mid-level students had a slightly higher Rose GPA than the general population but lower than graduates. Comparisons of student performance in courses at other institutions showed that mid-level students had higher cumulative GPAs than the general population, but lower cumulative GPAs than graduates.

Program Outcomes Assessment

Program outcomes assessment included reporting the number of declared majors in each program and their overall GPA, summarizing strengths and challenges information collected from program faculty and directors, and reporting instructional changes as a result of assessment efforts during the year. Additionally, tracking student transfer performance and employer/employee perception of skill preparation continues.

Each of the program assessment plans developed by faculty and the deans has a section listing the strengths and challenges of the programs. Some perceived strengths were a qualified and dedicated faculty, quality instruction, a student-oriented atmosphere created by the faculty and the student-to-instructor ratio. Many faculty members support and are

involved in campus-wide activities like the Honors Program, Great Issues Lectures, music ensembles, and Global Oklahoma. Other faculty members have independently entered competitions and exhibitions in their discipline and earned awards. Faculty members value the available computer technology in both their offices and labs. The use of technology in instruction and flexibility of class scheduling were also listed as strengths.

One of the challenges identified was declining student enrollments, which impact staffing, budgeting, and the ability to replace technology as needed. Other challenges were changing demographic characteristics of students and program improvements to match market needs. The large number of adjunct instructors, and student knowledge, skill levels, and motivation were also mentioned as challenges.

Due to assessment results, the accounting program incorporated a national licensing exam (Area Concentration Achievement Test) as a capstone course exam. Additionally, the court reporting program has worked with the Certified Shorthand Reporting (CSR) exam for several years and is now working toward accreditation on a national level. The computer information systems program uses the capstone field project as an assessment tool.

The science programs are expanding their capabilities by utilizing computers in lecture rooms and laboratories. A computer lab will be established, allowing instructors to interface computers with laboratory experiments. Computer software is being considered for possible course implementation in chemistry, physics, and life science courses. The mathematics faculty is evaluating computer programs, for use in courses designated as computer-aided classes.

A mock exam was created to prepare students for the Dental Assisting National Board exam. A new clinical rotation involving patients with special needs was created for dental hygiene students. A panel of Registered Dental Hygienists presented information and answered questions regarding employment. The sequence of clinical requirements was adjusted to provide optimal clinical learning opportunities to meet course and program objectives.

The entire Early Childhood Education/Child Development program curriculum was revised and the name changed to Family Services and Child Development. Four program reviews were completed this past spring and, as a result, several inactive courses will be deleted from the History program. The Political Science program was revised to make it more flexible and to provide students a better grounding in that discipline.

Student Satisfaction Assessment

During spring 1997, the ACT Student Opinion Survey – 2 Year (SOS) was administered to a sample of graduates as they signed up for caps and gowns. More than half of those surveyed reported that they received financial aid, attended day classes, and were full-time students. Seventy-nine percent of the students were female. Their currently stated purpose for attending the college was either to achieve an associate degree (61 percent) or transfer to a four-year college or university (31 percent).

Students reported the top three factors influencing their decisions to attend Rose: offered courses they wanted (63 percent), convenient location (59 percent), low cost of attendance (48 percent), and could work while attending (45 percent). Eighty-two percent of the students indicated that Rose was their first choice at the time of admission; 51 percent reported that if they could start college over they would choose to attend Rose; 54 percent reported that the quality of education was excellent; and 44 percent reported it as good.

Toward the end of the semester, some faculty members surveyed students' reported opinions regarding their classroom experiences. The deans received summary data of these class surveys and discussed the strengths and challenges with the instructors. Student evaluation surveys and assessment follow-ups are components of the faculty tenure process as well. A summary report was developed during summer 1997 and may be reported as part of assessment in future semesters.

Oklahoma City Community College

Entry-Level Assessment

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering credit classes. Entry-level assessment includes testing, a review of high school or college grades, and interview information. OCCC uses numerous assessments to place entering students. Students can be placed in appropriate English, mathematics and reading courses based on their scores on the ACT subject tests or on Computerized Placement Tests (CPT). Beginning in spring 1997, the ACT Computer-Adaptive Placement Assessment tests (COMPASS) replaced the CPTs. Students who have deficiencies in science can take the Riverside Chemistry test for placement into college-level chemistry; the Riverside Biology test for placement into college-level biology; and a locally developed Anatomy and Physiology Test for placement into college-level anatomy and physiology. Students for whom English is a second language demonstrate proficiency in English through the Test of English as a Second Language (TOFEL) or the Second Language English Placement test. Students who need to test in only one area do not have to test until they are ready to enroll in the specific class. For example a student may not take the mathematics assessment test until the second semester if they do not plan to take mathematics in their initial semester.

Based on the ACT subject scores of 1996-97 students, 67 percent were placed in college-level reading, 47 percent were placed in college-level English composition courses, and 44 percent were placed in college-level mathematics. The reading placement rate was slightly higher than the previous year, about the same for English, and twice as high for mathematics. Of the approximately 2,800 CPT assessments, 60 percent indicated placement in college-level reading, 71 percent in college-level English, and 81 percent in college-level mathematics. These placement rates were lower for reading, higher for English, and about the same for mathematics compared to last year. Using the COMPASS in the spring, 69 percent of the students were placed in college-level reading, 30 percent in English, and 5 percent in mathematics. Students whose performance on the assessment tests are below the cutscores for college-level courses may decide to enroll in remedial classes, or they may decide to retake the assessment test.

OCCC regularly reviews the placement of students. Information for the review is obtained from faculty surveys and from student course completion rates. Faculty surveys request information on whether the faculty members believe that each student in their classes was placed appropriately. The information from this survey is reviewed to see if there is a pattern. If the data reveal that more than five percent of the students are placed at the wrong level, then the cutscores are reviewed for possible adjustment. This survey is conducted once every three years, on request, or one year after a new test is implemented. Course completion rates are also reviewed on an annual basis. If there is more than a 10 percent fluctuation in completion rates then a review is begun. If the review determines that placement testing may be a part of the change, then the recommendation to change placement scores will be made.

A comprehensive tracking system to determine how well students perform in remedial classes and in subsequent college-level classes after completing remedial classes is

completed each year. The progress of students who began in remedial classes between the 1988-89 and 1995-96 academic years is the last completed study. In general, these students completed classes at a rate that was equal to or greater than those who were placed directly into college-level classes. This finding validates the entry-level assessment system, as well as showing that remedial classes are helping to prepare students to move into college-level classes. This information does not indicate that any changes are needed to the system at this time.

Mid-Level Assessment

Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the primary areas of reading, writing, mathematics, and critical thinking. For associate degree programs, mid-level assessment may occur in the middle of the students' program; however, these competencies are not acquired until close to the end of the students' program.

The General Education Committee has identified nine general education competencies that all associate degree graduates at OCCC should possess and the classes in which they are taught. A list of all students who have completed their general education competencies is sent to the Oklahoma State Regents for Higher Education (OSRHE). The information returned from OSRHE gives the name of the transfer institution, the students' majors, and GPAs. In the 1996-97 academic year study, a total of 574 student was identified as having completed their general education competencies over the last five years. Of these students, 283 or 49 percent had transferred to another State System institution. The average GPA at the transfer institutions is 3.21. The information about these transfer students is a very positive indication that students who finish their general education competencies at OCCC are prepared to continue studies at other colleges and universities. The 283 students transferred to twelve four-year institutions and their average GPA is a 2.00 or higher in all cases. At ten of the institutions, OCCC's students have an average GPA of 3.00 or higher.

In spring 1996, the General Education Committee addressed whether the writing competency was being met. Samples of classes, other than writing classes that require some writing, were identified and student writing samples were obtained. Over 500 student writing samples were evaluated. Four external evaluators read the writing samples. The average rating for students who had completed Composition 1113 at OCCC was significantly higher than the rating for the students without Composition 1113. Study results showed that students were able to use these general education competencies in other settings. This process of generalization is important for both those students who transfer as well as those who go to a job.

The General Education Committee plans to continue to investigate effective and efficient ways of assessing OCCC's mid-level general education competencies by seeking information on currently available outcome measures. The Committee is reviewing standardized testing as well as for data which may be embedded in unutilized sources.

Program Outcomes Assessment

Each college program is evaluated in detail once every five years. A large portion of the evaluation is to assess how well students who complete the program perform. Assessment

information includes data from graduates reported in a survey one year after completing the program, results from licensure exams, transfer GPA at other institutions, advisory committee annual review, and any program specific information that may be available.

The results of the program outcome measures show that the programs are meeting their purpose. Programs use a variety of measures to assess the performance of their students, such as portfolios, internships, exhibits and standardized exams. All programs survey their graduates 12 to 18 months after graduation. Graduates who respond to the survey appear to be very satisfied with their education. The survey response rate needs to increase so that individual programs can have more accurate information to use in decision making.

A number of programs have capstone courses. The successful completion of capstone courses is an indication that the student has the knowledge and ability to be successful on the job. Eleven of the seventeen programs have capstone courses and several other programs are currently in the process of developing capstone courses. The completion rate for students who receive a grade of "C" or higher in these courses range from 67 percent to 100 percent. With this as an indication of future success on the job, it appears that the programs are preparing students for employment.

Licensure examinations are used by five of the seventeen programs as a measure of success. Four of the programs had a pass rate of over 96 percent, the other had a pass rate of 87 percent. Licensure information is reviewed annually, and the program curriculum is adjusted as areas of weakness are identified.

Student Satisfaction Assessment

OCCC uses two standardized measures of student satisfaction. The first measure is the ACT Student Opinion Survey (SOS). The SOS is administered every other year in the spring to a stratified random sample of enrolled students. The most recent SOS was in the spring of 1996. A total of 612 students completed the survey.

A review of the SOS results showed that the students are relatively satisfied with OCCC. When asked how satisfied they were with the college in general, 87 percent indicated that they were satisfied or very satisfied. In commenting on the overall quality of the education at the college, 89 percent responded either excellent or good. The lowest areas dealt with student government, student employment, job placement, and student involvement in policy making and financial aid.

Changes continue to be made in the Financial Aid office and its procedures to better meet the needs of the students. These changes helped to increase the students' evaluation of Financial Aid compared to the 1994 SOS results. OCCC's Job Placement Office has moved and now has two full-time staff members. Changes in this area will need to continue since the survey results did not improve from the 1994 levels.

The second standardized measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory (SII) in each class they are enrolled. In 1996-97, 24,375 evaluation forms were processed. Results of the SII are used

in instructional program reviews and as a part of faculty evaluations. Overall, students are extremely satisfied with the instruction they received and their instructors. Individual faculty members have responded by adjusting their class, revising testing and grading policies, and being more accessible during their posted office hours.

Rogers University

Entry Level Assessment

The purpose of entry-level assessment at RU-Claremore is to assist admissions counselors and faculty members with guiding students toward the best possible chance of success in attaining academic goals. Because RU-Claremore is an open door institution, the entry-level assessment policy is designed for course placement purposes only. Students whose ACT subject scores are below 19 and students who are 21 years of age and older can take the ACT Computer-Adaptive Placement Assessment (COMPASS) test to determine course placement. Based on secondary testing and the number of students with ACT subject scores below 19, 40 percent were placed in college-level English, 25 percent in college-level mathematics, 64 percent in college-level science, and 60 percent in college-level reading.

Instructors who teach remedial courses are required to administer a prescriptive exam during the first week of class. This exam serves two purposes: (1) to prescribe the appropriate instructional needs of the student, and (2) to provide one more opportunity for the student to demonstrate skill level readiness. Based upon the results of this exam, the instructor and the student may determine the student's ability to succeed in another course. With the instructor's permission, the student may be moved to a more appropriate course (higher or lower) at no additional expense to the student.

Entry-level assessment results are reported to the Admissions and Counseling Center for the purpose of course placement, and students receive a copy of their assessment results. Group longitudinal data are analyzed by faculty and administrators to monitor the continued effectiveness of entry-level assessment policies and instruments.

Mid-Level Assessment

The Assessment Committee will examine program exit tests that provide more diagnostic/prescriptive data to find a replacement for the ACT Collegiate Assessment of Academic Proficiency (CAAP) test. General education outcomes and assessment plans for culture and ethics and critical thinking have been rescheduled for development in spring 1998 and implementation in fall 1998.

Program Outcomes Assessment

Based on the most recent North Central Association (NCA) evaluation, the Rogers University (RU) administration hired an outside consultant to assist in the development of a comprehensive outcomes assessment plan for the Claremore, Bartlesville, and Pryor campuses. A new faculty committee was charged with developing, implementing, and reporting on this plan to North Central Association within fifteen months and overseeing assessment as a standing committee. Within this committee's first six months of operation, outcomes were identified for the developmental education program, the mathematics and communications areas of the general education program, and the terminal degree programs. Outcomes assessment plans for all areas were implemented during the 1996-97 academic year. Transfer program outcomes and assessment plans have been rescheduled for development during the 1998-99 academic year.

In a survey of nursing students who graduated in spring 1997, 83 percent of the respondents stated that the academic program prepared them for all aspects of their current job and 50 percent had jobs.

Program outcomes at the RU-Tulsa are assessed through the participating institutions. This year, the participating institutions included program outcomes information from Tulsa in their annual student assessment reports.

Student Satisfaction

During spring 1997, the assessment of student satisfaction expanded from Claremore to the Bartlesville and Pryor campuses. Satisfaction was assessed using the ACT Student Opinion Survey (SOS) and an in-house survey designed specifically for each campus and for distance education students.

To obtain a representative group of students at all of the sites, the Assessment Committee administered the survey in class to all composition courses. In all, 446 students were identified at the Claremore campus, 110 at the Bartlesville campus, and 79 at the Pryor campus. The combined response rate for all three campuses was 62 percent.

RU-Claremore used the four-year form of the SOS to assess student satisfaction. Comparisons to the SOS two-year college norms revealed that there are a number of areas at RU-Claremore significantly below the national average. Although the ratings below the national average must be viewed as serious and in need of attention, they must also be viewed in perspective. A decision was made to use the four-year form for all campuses to allow comparisons among campuses, but to use the two-year normative report to compare the two-year campuses with the national sample of two-year colleges. Not all questions on the two-year college normative report are exactly the same as those on the four-year college form. Additionally, not all of the campuses have the same services. Interestingly, the four-year college norms are closer to the ratings at Claremore, Bartlesville and Pryor.

The following summarizes by campus those areas significantly above and below the national two-year college norms. The Claremore campus was above the national average in food services, residence halls, library, social activities, bookstore, and racial harmony. Claremore was below the national average in instructor/staff/student relations, instructional areas, admissions policies, facilities, course variety and parking. The Pryor campus was above the national average in instructor/staff/student relations, facilities, racial harmony, student policies, and advisor availability. Pryor was below the national average in instruction, course content, study areas, and course variety. The Bartlesville campus was below the national average in student policies, support services, instructional areas, facilities and grounds, course variety and availability, safety and security, and instructor/staff/student relations.

RU was aware of these problem areas based on previous in-house surveys. Parking has long been a concern in Pryor and a new parking lot was completed this year. More classes with instructors on site have been added to the schedule base. Student activities were a major concern in Bartlesville and in response, a new student activities director was hired recently. Since the 1996-97 academic year is the first assessment year in which the SOS

was used at the two-year campuses, the ratings will be considered baseline data. RU continuously monitors students needs and future plans for improvement will include the issues raised by the survey.

Students enrolled in basic composition and writing courses were selected for the distance learning sample. These students were mailed the SOS and an in-house survey focusing specifically on distance learning issues; however, most chose only to respond to the in-house survey. The 77 respondents to the in-house survey were most satisfied with the clarity of images on monitor (95 percent), following the study guide (95 percent), and the welcome and orientation (85 percent). The majority of respondents indicated that the distance learning course was as good as a traditional course (78 percent) and that the use of distance learning technology enhances the teaching/learning process (85 percent). The respondents would like to take more distance learning courses (68 percent), would recommend distance learning classes to friends and co-workers (81 percent), and were satisfied overall with distance learning classes (80 percent).

The ratings for RU-Tulsa on the SOS continue the pattern of the three previous years: a large number of areas significantly above the national average and a small number of areas significantly below the national average. Although 500 randomly selected degree-seeking students were mailed surveys, a low response rate of 26 percent and the telephone follow-up presented some problems. In addition, a number of the surveys lacked any identifying information, thus limiting the ability to determine the representativeness of the sample.

With these qualifications, RU-Tulsa was significantly above the national average in instruction, student policies, safety and security, facilities and grounds, support services, course availability, registration/enrollment, billing/fee payment, instructor/staff/student relations, and racial harmony. RU-Tulsa was significantly below the national average in advisor availability, college catalog, and campus activities. The locally developed survey data supported these results.

RU-Tulsa continues to increase the number of full-time faculty who also serve as advisors. The 1997-98 contract requires that advisors and instructors be available for three formal advising sessions each semester. RU-Tulsa recently printed a new, more comprehensive catalog. A new Student Activities committee has been organized to recommend events and activities that should have greater appeal to the student population. The RU Student Activities Committee is working with the Tulsa Community College Metro Campus to provide more activities for students who attend classes during the day.

Annual Student Assessment Report

Appendix

February 6, 1998

Appendix A

POLICY STATEMENT ON THE ASSESSMENT OF STUDENTS FOR PURPOSES OF INSTRUCTIONAL IMPROVEMENT AND STATE SYSTEM ACCOUNTABILITY

The Constitution of Oklahoma charges the Oklahoma State Regents for Higher Education with responsibility for prescribing standards for admission, retention, and graduation applicable to each institution in The Oklahoma State System of Higher Education. The State Regents also have the responsibility to provide leadership in the coordination of the orderly transfer of students between and among institutions of the State System. Inherent in such responsibilities is the prescribing of mechanisms to monitor and facilitate the assessment of students for purposes of instructional improvement and State System accountability.

Statement of Accountability:

Accountability to the citizens of Oklahoma within a tax-supported educational system is of paramount importance. The public has both the need and right to know that their tax dollars are being used wisely, and most importantly, producing tangible, measurable outcomes of learning for individual students enrolled within the State System. Improvement in student learning and on-going faculty development, measurable through assessment programs, are achievable and essential outcomes, and the responsibility of the State System to the public.

Definition and Purpose:

Assess: The original definition of *assess* was *to sit down beside.* The term has evolved to mean careful evaluation based on the kind of close observation that comes from *sitting down beside.*[1] Such a definition captures the desired relationship between teacher and student and the spirit of the following policy statement.

For purposes of this policy, student assessment in The Oklahoma State System of Higher Education is defined as *a multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements.*

Assessment is not an end in and of itself. Similarly, to document performance is not necessarily to improve performance. Thus the purpose of assessment is to **maximize student success** through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. As previously noted, it also is one mechanism to monitor the effectiveness of the State's System of Higher Education. Finally, student assessment is designed to contribute to assuring the integrity of college degrees, and other educational activities/goals, to increasing the retention and graduate rates of college students, to enhancing the quality of campus life in general, and to encouraging high school students to improve their academic preparation for college.

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[1] ***Assessment at Alverno College*** **by the Alverno College Faculty, page 1.**

Replaces II-2-118
6-96

Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; mid-level assessment to determine basic skill competencies; exit assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

In recognition of varying institutional missions and clientele served, such assessment components will be campus based under the leadership of the local faculty and administrators providing that the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

Entry Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculties and counselors in making decisions that will give students the best possible chance of success in attaining their academic goals. Each institution will use an established ACT score in the four subject areas of science reasoning, mathematics, reading, and English as the "first cut" in determining individual student readiness for college level course work.[2] Should a student score below the level, s/he will be required to remediate in the discipline area or, consistent with institution's approved assessment plan, undergo additional testing to determine his/her level of readiness for college level work. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These subject test score requirements will be communicated to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic skills areas needed to be adequately prepared for college level work. Additionally, these ACT subscores provide a standard yardstick for measuring student readiness across the State System.

For high school students wishing to enroll concurrently in college courses the established ACT score[2] in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English).

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and

[2] The appropriate subject tests level for each subject area (one system score for each subject area) will be set by the State Regents following staff work with ACT staff and the Council on Instruction. Implementation of this requirement will be fall 1994. Students admitted under the Special Adult Admission provision may be exempt from this requirement.

emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents in the following format:

1. the number of students participating in entry-level assessment and the assessment results including a frequency distribution;
2. the number of students requiring additional basic skills development by area;
3. a summary and explanation of the assessment results; and
4. the methodologies (courses, tutoring, etc.) by which students were required to participate in the improvement of basic skills.

The tracking of these students in future semesters is expected.

Mid-Level Assessment

Generally, mid-level assessment competencies are gained through the student's general education program. Thus, the results of mid-level assessment should be used to improve the institution's program of general education. Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the areas of reading, writing, mathematics, and critical thinking.

Mid-level assessments will normally occur after the student has completed forty-five semester hours and prior to the completion of seventy semester hours for students in baccalaureate programs. For associate degree programs assessments may occur at mid-level or at the end of the degree program.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

The tracking of these students in future semesters is expected.

Replaces II-2-120
6-96

Program Outcomes Assessment

Program Outcomes Assessment, or major field of study assessment, is the third component of the State Regents' policy. Such assessments should be designed to measure how well students are meeting institutionally stated program goals and objectives.

As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) is the responsibility of the institution subject to State Regents' approval as previously specified. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the section of assessment methodologies:

a) Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives;
b) Instrument(s) should assess higher level thinking skills in applying learned information; and
c) Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the GRE (Graduate Record Exam), NTE (National Teacher Exam), and various licensing examinations.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Graduate Student Assessment:

Higher education institutions that charge their graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. Emphasis should be placed on assessing student learning and evaluating student satisfaction with instruction and services. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, Graduate Record Exams, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

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